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Facilitator's Module for ASHA

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BOOK NO-5

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Ministry of Health and
Family Welfare
Government of India

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Facilitator's Module
for
ASHA

BOOK No 5

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NATIONAL RURAL HEALTH MISSION
राष्ट्रीय ग्रामीण स्वास्थ्य मिशन

About Book No 5

The concept for developing Book 5 for ASHAs emerged during a ASHA group mentoring group meeting. This book is envisaged to strengthen her role as a health activist. As a result, the Facilitator's Module and Reading Material for ASHA were developed.

The facilitator's module has been developed for trainers. By reading the module, the facilitator/trainer can conduct the sessions included in the module. There are three sub-modules in Book 5:

- Understanding and developing self
- Understanding health rights and entitlements
- Strengthening skills

The module is developed keeping in view participatory training principles. Various training methods are included to motivate the participants. Structured activities are included to sensitise an ASHA to different concepts and further develop her skills to play her role more effectively.

To get optimum result from this module, it is important that the trainer has skills to facilitate participatory training. As a participatory trainer s/he needs to ensure the following:

- Active participation of ASHAs in the learning process by encouraging them to share their views
- Respecting the experience and knowledge of ASHAs.
- Creating an enabling and non threatening environment to ensure optimum learning.

This four days' module was field-tested in the Chindwada district of Madhya Pradesh, India. Based on the field testing, necessary changes have been incorporated.

The "Reading Material for ASHA" is developed to provide ready reference material to an ASHA. It includes all the topics in the facilitator's module.

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Module

One

Understanding and Developing Self

Total Number of hours-6 (1 Day)

Sessions	**Duration**
Session1 Knowing Myself	3 hours
Session 2 ASHA as a Health Activist	2 hours
Session 3 Values of ASHA	1 Hour

Session One

Knowing Myself

Learning Objectives

At the end of this session the participants will be able to initiate the process of understanding themselves and identify their strengths and limitations.

Duration: 3 Hours

Handouts Handout 1- My self-development plan

Importance of the Session

An ASHA is expected to bring about social change and to empower communities. For this, it is important that an ASHA learns about herself. Understanding the self is crucial for making a plan for self-development. It also helps in understanding and developing others, and will lead to knowing how one relates with other people.

The activities given in this session will help an ASHA to initiate the process of learning about herself. As a facilitator, you need to build an enabling non threatening environment for the participants.You need to emphasise that the process of knowing oneself is continuous.

As a Facilitator you Need the Following Preparation:

Ensure that a blackboard, chalk, flip charts and markers are available for use.

How do you Start?

Welcome the participants. You can start the session by saying that we are going to learn about ourselves today. To create an enabling environment introduce Activity 1: "Who am I?"

Activity One

Who am I?

Step1: Divide the participants into groups of 4-5 members each.

Ask them to discuss the following information about themselves. Give them 15 minutes for discussion.

Name:

Education level:

Age:

Marital status, etc:

Why did I choose to become an ASHA?

What are my strengths?

What are my limitations?

Step 2 : When the participants come together ask them if they would like to talk about themselves. Conclude the session by saying that to learn about the self one needs to think, reflect and discuss about one's feelings and thoughts. Now introduce Activity 2.

Activity

Two

My Socialisation

Step 1: Ask the participants to imagine that God has come down to earth and has offered each of them the choice of becoming a man or a woman in their next birth.

Step 2: Divide the participants into two groups, one who wish to be men and others who wish to be women. Ask both groups to list their reasons for making their respective choice and depict this in the form of a mime/role play or simply by sharing what was discussed.

Step 3: You may summarise the discussion by sharing the following information.

All human beings are unique, with different characteristics and personalities. The external environment influences development of our personality. As women we are most affected by the external environment. In our Indian society, from the very beginning of her life, a woman's value is identified by her relationship with others, like that of a daughter, mother, sister, aunt, wife, etc. Being brought up in a patriarchal society, a woman internalise the norms, which makes her devalue herself. She does not think herself worthwhile and neglects her needs. All this affects her self-esteem and overall personality.

To effectively peform the role of an ASHA, as an activist, you may feel uncomfortable in the beginning or lack confidence, but be aware that you were not born like this. You were socialised in such a way that makes you feel subordinate, weak, immobile, dependent, etc. **These qualities can be changed.**

Activity

Three

Our Inner Energy

Step 1: Introduce the activity by saying that each individual has unique emotional and mental make-up, or inner energy level. We can imagine this to be in the form of an 'aura' that is bright whenever our energy level is high and dim when we are stressed or are feeling negative. If we have emotional or mental blocks our aura gets disturbed.

Step 2: Ask a few participants to volunteer to perform a situation to explain the concept of positive and negative energy. Make some space in the room. Tell the participants to visualise the empty space as a human body. Ask three volunteers to move freely in the empty space. Explain to them that when we are peaceful and are having positive and creative thoughts our inner energy flows smoothly.

Step 3: Now place a few articles around this space to block their path. Ask the same volunteers to walk again.They will find it difficult to walk. Ask the volunteers to share their feelings when they were walking in an empty space and as place with blocks.

Step 4: As a facilitator: Sum up the session by requesting the participants to share some experience that created mental and emotional blocks in their body. After they share their experiences you may add the following points.

Free-flowing inner energy leads to peace, positive thinking and easy expression, while emotional and mental blocks make us uncomfortable, depressed, angry, etc. Our society places many restrictions on women and the poorer and weaker sections, which may become emotional and mental blocks to peace. When we lose balance of our emotions, this directly and indirectly affects our health. It is necessary to maintain balance between emotions and thoughts at the appropriate time when communicating with the right person(s) and in an appropriate manner. Let us utilise our inner energy in helping the community people to access their rights. Ask them if they have ever tried to remove these blocks. If yes how?

You may add the following methods to overcome stress:

Regular physical exercises
Yoga and pranayam
Meditation
Deep breathing

If any of the participants know different exercises or yoga ask them to volunteer and teach others.

The Real Me

To provide energy and entertainment narrate a story from the Panchatantra, which gives us greater insight into how to learn about ourselves.

A fox from the forest came to a city, hunting for food. On seeing the fox the dogs started barking. To escape, the fox jumped into a tub of blue dye. After some time, when the dogs left the place, the fox returned to the forest covered with the blue dye.

When the fox entered the forest all animals started running on seeing him. The fox was amazed at their reaction. The fox saw an image of his body in the water, coated with blue dye. The fox decided to take the advantage of this situation and pronounced himself as the new king. Following this, he bullied all the other animals.

The fox thought that his own race would discover his identity and hence, wanted to banish all the foxes from the forest. The targetted foxes met and discussed the mind of the new king of the forest. They could guess that the new king looked like them except for his colour. They decided to disclose the identity of the fox. They had a secret meeting with the other animals. One old fox asked all the female foxes to go near the cave of the blue fox and to howl. Forgetting his new identity, the blue fox also started howling. The lion, who had been appointed as the new king's body guard realised what had happened and killed the fox in one stroke.

After telling this story ask the participants, "What is the moral of the story?" Let them share their views. You may enrich the discussion by adding the following information.

Moral of the Story

As a ASHA we must be true to our own identity and be aware about how we can bring change and how much we can do. Never try to behave like the blue fox.

Note: This story can be interpreted in many ways and we should be careful not to allow any interpretation that goes against the notion of equality.

Activity

Four

How Do I Achieve My Goal?

Step 1: Start the activity by sharing the following story of the king and the ant.

The King and the Ant

The brave king of Ajmer was depressed because he had lost the war against his arch enemy, the mighty Turkish invader. His army was in a mess and he was living in hiding in a hut in the nearby jungle.

At night he could not sleep because he was worried about the people of his country. While he lay sleeplessly in the hut on a haystack with the moonlight streaming in from the open door, he saw an ant trying to climb the wall opposite him carrying a grain of food. The little ant climbed up to half the height, but fell down. This caught the attention of the king who could not concentrate on anything else due to a headache caused by his worries. He saw the ant once again trying to climb the wall. This time it climbed a little higher, but fell again.

The king found this interesting and sat up when he saw the ant try to climb the wall once again. The king started counting. The ant tried the climb at least 16 times, but fell every time, though it almost reached the roof once. By now the king was really interested and became excited when the ant started its efforts for the 17th time! It finally managed to climb the wall on its 17th try and went on its way to a small hole into which it disappeared.

This set the king thinking. The little ant worked tirelessly to fulfill its aim. Even though it faltered so many times, it did manage to achieve it. That inspired him. He thought, if the little ant can win in the end, why should he also not try again and again till he achieved his aim! In the morning he called his faithful followers, who were happy to see him in a purposeful mood. Together they planned and prepared for their next move. This time, though

Handout One

My Self Development Plan

Name:

My Strengths:

My Limitations:

I want to...	Time frame
....improve the following three qualities/skills. List them in order of priority. 1. 2. 3.	

- How will I improve myself?
- What difficulties do I foresee while implementing my plan?
- How will I overcome these difficulties?
- How will I face difficulties related to authority, community and people being more influential and powerful than me? How will I cope with my own emotional and personal difficulties?
- Whose support will I require?
- How will I monitor my self-development plan?

Suggestions for monitoring the self-development plan:

Review your daily performance as you close the day. Note the efforts you made for self-development as per your plan. If you have not been able to do it, reflect upon the reasons. Reflect on what you will do differently so that you do not come up with these reasons again.

Try to maintain a diary and write down the important steps you have taken to develop yourself, what difficulties you faced and how you overcame them.

You may share your self-development plan with a person whom you trust. You may take regular feedback from that person to learn whether or not s/he has noticed the changes in you.

Once you achieve what you had planned, develop a new plan and follow the same steps.

Session Two

ASHA as a Health Activist

At the end of this session participants will become aware of the constraints of accessibility of health services at the community level and importance of working together to bring change.

Duration: 2 hours

Handouts: Handout 1: Power of togetherness (collective action)

Importance of the Session

An ASHA is a link between the community and health facilities. She has an important role in ensuring that her community receives quality health care services. She needs to create an empowered community that is aware about its health rights and entitlement and is able to demand it. Such change is possible only when the processes are conducted "along with the people" and not "for the people." As a facilitator you need to sensitise her for performing this role.

As a Facilitator you Need the Following Preparation:

Read the handout prior to the session. Keep flip charts and markers ready for use during the session.

How do you Start?

Welcome the participants. You may start the discussion by saying that in this session we are going to discuss your specific role as an activist and why performing this role is important. Let us first understand what is the reality of the health situation in our villages. Introduce Activity 1.

Activity One

Step 1: Read the story given below. After reading the story let the participants agree upon the constraints of accessibility of health services.

Laxmi and her husband Ramu live in the Dalit halmet of a village which is 20 km from the district's town. Laxmi married Ramu when she was 14 years old. Ramu was 18 then. He had passed the eighth grade. Laxmi was the eldest daughter-in-law. She had passed the second grade.

Laxmi, with her mother-in-law and sister-in-law, worked very hard on the small piece of family land. Her father-in-law did seasonal labour work and Ramu did wage labour in another village a little distance away. Laxmi did not concieve for two years after marriage. Her mother-in-law took her to see a folk doctor, who gave her holy water. It did not work.

Laxmi concieved at the age of 17 years. During the second month of pregnancy Laxmi had a miscarriage.The ANM requested Laxmi to visit the district hospital which was 25 Km away from her village.

Laxmi and Ramu went to the district hospital for a check-up. The doctor informed Ramu that she was too young and extremely anaemic to be conceiving a child. The doctor, therefore, advised them to use contraceptives. The doctor suggested the use of condoms to Ramu.

Ramu refused to use condoms and asked Laxmi to either take contraceptive pills or insert an IUD. Laxmi took contraceptive pills for a year. The family pressurised her and Ramu to bear a child. Laxmi discontinued her contraceptive pills and conceived within four months. She was doing seasonal labor, besides the housework, as her ill father-in-law could not work regularly and needed regular medical care.

Laxmi did not get herself regularly checked. The ANM visited the village irregularly. Whenever she came, she usually did not visit Laxmi's community as they were from a socially and economical backward class. Laxmi took iron-

folic acid tablets irregularly. She took only one dose of tetanus injection(TT). No one followed up on Laxmi.

During the ninth month of her pregnancy, Ramu's father fell severely ill. He had to be admitted in a hospital. Ramu and Laxmi spent all the money that they had saved. They also had to borrow additional money.

Laxmi experienced labour pain. The village dai was called in to attend to her. The dai examined Laxmi and found that the child was inverted. She advised Laxmi's mother-in law to take Laxmi, who was hesitant to go alone to the hospital. The mother-in-law waited for Ramu to return. Meanwhile, Laxmi's condition worsened.

She was brought to the hospital in a very serious condition and the doctors had to work hard to save the baby girl and the mother. Ramu borrowed some more money, pawning Laxmi's gold earrings.

Laxmi was advised rest, and the use of contraceptives to prevent an early second pregnancy.

The baby girl used to fall ill often. Laxmi took her to the sub-centre. The ANM informed her that they should go to the Primary Health Centre (PHC), which was 3 km away. When Ramu got his wages they went to the PHC. They had to buy drugs from a chemist shop.

Laxmi got pregnant again. She was scared this time due to her earlier experience. Ramu was also worried. He had large debts to clear. But the family wanted her to bear a son. Laxmi reluctantly retained the pregnancy, wishing it would be a boy.

Ask the participants to list down the constraints of accessibility of health services.

Step 2: Conclude the session by sharing the following information:

There are three types of constraints, which make accessibility of health services difficult. They are:

- Social reasons, including gender discrimination
- Economic reasons
- Health system-related reasons

Social Reasons, including Gender Discrimination

- Health is not a priority for the community and, therefore, they do not easily/readily take action to improve their health.
- Generally, families do not value the life of a woman and, therefore, she neglects her health and delays the decision related to medical treatment. (Early marriage, low self-esteem, early pregnancy, low education among

girls, economic dependence, low control on resources, etc. are some of the consequences of gender discrimination)

- Women are brought up in a society, which promotes a culture of silence. Therefore, women usually do not complain about their health problems till it becomes very serious. Family members fail to recognise the symptoms and hence, a delayed decision is taken.
- The community is not aware about the location of the PHC, the availability of health care services and their entitlements from the Primary Health System.
- The community, which is socially and economically backward, does not usually have information about its rights and entitlements.
- Caste is a reality of Indian society. Some communities are marginalised because of their caste, some because of their ethnic or religious identities. This has a major impact on access to health services.

Health Systems Related Reasons:

- **Inappropriate location**: The PHC may be located far away from the village, which makes it very difficult for the community to access the health services.
- **Non-availability of staff:** At many PHCs the Medical Officer and other para-medical staff may not be available during the regular check-up timings and for emergency services. This results in loss of faith in government health services.
- **Attitudes of the health care providers:** In many PHCs the medical/para-medical staff is insensitive, which affects attendance at the clinics. They may ignore the people who are poor and socially backward.
- **Lack of transport facilities:** In remote villages there may be a lack of public transportation facilities between villages and the PHC, which makes it difficult for people to reach the centre on time.

Economic Reasons

- Unemployment and exploitation of the poor community by the elite, upper class/caste/rich and powerful community in the village results in poor earnings. Due to this, disadvantaged and marganilised communities do not have proper nutrition and access to health services.
- The marginalised and disadvantaged communties do not usually earn enough to save money for emergency or health problems.

Introduce Activity 2

Activity

Two

Power of Togetherness

Step 1: Request the participants to share what needs to be done to improve the accessibility of health services for people like Laxmi and Ramu

Step 2: They may come up with different ideas. Ask them whether it is possible to accomplish all these alone? Bring forward the importance of working together and ASHA's role as an activist. Share the following points.

To bring about a change in this situation we need to work with people. In our country there are many examples where rural women have come together and brought about major changes. The examples of the Anti Arrack Movement initiated by women activists in Andhra Pradesh and Chandrapur district of Maharashtra, and the earlier efforts of women in the Chipko Movement to save forest/trees in Himachal Pradesh are very inspiring. Similarly, the collective efforts led by Gandhiji during the freedom struggle and the struggle by Raja Ram Mohan Roy to eradicate the sati pratha are classic examples of activism for change.

"In its broadest sense, a community activist is one who works for social change in the community."

Your role as an activist will give you the satisfaction of empowering the community and liberating the disadvantaged and marginalised.

Step 3: Share information on the Chipko Movement and the Anti-Arrack Movement with the participants as all of them might not be aware of the same. These are mentioned in detail in Handout 1. Read it aloud. At the end of the reading ask the following questions:

- Who were involved in these movements?
- Were they elite, rich, uppercaste/class ? Did they have any political support?

- What made their collective efforts successful?

At the end of the discussion highlight that they were common people with uncommonly strong willpower to fight against difficulties and bring about change. Most important, they were women who are considered as the weaker section and as followers who have not been accepted easily in the role of leaders.

Step 4: Enrich the discussion by sharing the roles of an ASHA as a health activist

Roles of ASHA as a Health Activist

Work "along with" the poor and oppressed, not "for" them

Development comes from a people's own understanding of their needs and rights. Hence, as an ASHA you need to encourage and help the community to identify, understand and analyse the issues concerning them and how to deal with it.

Working with people

As an ASHA you must respect people's intelligence and that they too have rich life experiences. Draw out and build upon their strengths. Listen to them. You also are a member of the community so you will understand this better.

Help people grow

As an ASHA you need to facilitate the process where people themselves decide and take ownership of their actions. This brings them dignity and builds their self-respect. Development effort should, therefore, start with knowing and building on people's potential, and proceed to their enhancement and growth.

Achievement is important because it builds confidence and makes the subsequent steps possible. They need to be actively involved in planning, implementing, and in evaluating the decision-making processes.

Build up people's solidarity

You need to encourage and create a feeling of solidarity among people, sharing and caring for one another, and marching together towards a new society where humanity is assured.

Build up the people's organisation

People must take up activities which make their local community free of exploitation. For the poor and marginalised section to gain strength, they need to be organised. How does ASHA's work relate to the existing organisation of the weaker sections? How does ASHA's work promote their organisation? How does ASHA's work promote their organised participation in all decision-making bodies at the local level? Arrange a group discussion on this. Establish links with other groups and linkages at various levels in order to increase their bargaininig power and make it possible for them to participate more widely in the struggle for the development of a new society.

Handout One

Power of Togetherness

Anti-Arrack Movement

In 1991, women from Dubagunta, Nellore district of the Indian state of Andhra Pradesh, drove away the liquor contractors from their village. This is said to have been the beginning of the Anti-Arrack (local liquor) Movement, which finally led to the prohibition of alcohol in the state on 16 January 1995.

The main participants in the early struggle were poor rural women, predominantly from scheduled castes and backward classes supported by voluntary organisations and later, by politicians from the opposition parties.

This is not just a story, it has really happened. It is about a miracle that common women were able to achieve collectively. It is about a community of hard-working women who laboured in the fields to earn their living. Unfortunately, all their labour was wasted on arrack and toddy (locally made liquor). The menfolk of this village were so addicted to liquor that they not only spent money on these things, but also used to sell the women's hard-earned pulses, chillies, rice, butter and ghee in exchange for liquor. At times, when their earnings were not enough, they incurred debts or stole household articles like drinking water glasses, plates or even their wives' saris.

Moreover, after drinking arrack they would use foul language, and beat their wife and children, making their lives miserable. The women felt helpless. There were two liquor shops in the locality. The village men used to go straight to these places in the evening when they returned with the wages from the day's work, and they came home late at night, completely drunk. Only if they had any money left would they hand over some for household expenses.

The climax was reached when one man, in an intoxicated condition, stabbed his father to death. Apart from this incident, Vijayamma, a woman of this community was embarrassed when her relatives visited her house and, to her shame, were scared by the obscene language of her closest neighbour who was heavily drunk. She felt ashamed and thought that the village would be a much better place without arrack.

Around that time, in 1991 the literacy campaign had started in the village. The literacy class, along with imparting formal teaching shared cases and incidents to sensitise people on various social issues. Discussion on the evils of alcoholism as demonstrated through the incidents at Dubagunta led to the bonding of the women.

Everyday, while working in the fields and at the community wells, the women discussed the arrack menace. One day, the women joined together and approached the village president (Sarpanch) and the village elders. They expressed their problem and asked them to remove the arrack and toddy shops. Although the elders and the Sarpanch agreed, they were unable to do anything

The next day one hundred of the women gathered together. They went to the outskirts of the village and stopped a toddy-cart. 'You cannot come into the villages,' 'Throw away all the toddy', they told the cart driver strongly in unison and stood in front of it. Each of them offered him a rupee to do so. The driver got scared and left the village.

Then a jeep with arrack packs arrived. The women surrounded it and demanded that it returned without unloading the goods. After two days the police were called. They stated that all those who bid at auctions have the right to sell arrack. The women stood unmoved and said that they would go to the Collector and will not keep quiet if arrack was sold in their village. The arrack contractors developed cold feet. They made many plans, but nothing worked and they gave up.

These events gave the women more strength. All this could happen only because the women united and struggled strongly to remove arrack from their village. The literacy class they attended played a vital role in sensitising and giving them strength.

The story of Dubagunta spread in the form of an agitation to other parts of the district. In the literacy classes of other villages, teachers started sensitising the community through puppet shows about the problems caused by arrack. They also shared the story of Dubagunta village.

The Women of other village had suffered a lot. There were quarrels every day in their families. They usually survived only by taking refuge in neighbouring houses. Daily, for two-three hours, they had to put up with this situation. There was not enough food for their children. So, women in these villages considered doing in their village what the women in Dubagunta had done earlier. The members of three literacy centres discussed this issue. The teachers supported and guided them. Finally, they attacked the arrack shops.

They too managed to stop the arrack business from New Year onwards. The women in Dubagunta initiated and led a movement in which women from other villages joined and ultimately the situation changed for the better.

Chipko Movement

The Chipko Movement was initiated in the Uttarakhand region of India by a group of villagers who opposed the commercial cutting down of trees. The movement was led by women who were influenced by Mahatma Gandhi.

For rural women, saving the environment is crucial to their economic survival. As primary food, fuel and water gatherers, women have strong interests in reversing deforestation, desertification and water pollution. The women made a living in the Himalayan foothills using its forests as sources of food and fuel. They faced a particularly severe challenge in the 1960s, when India, to enhance economic development, started to cut trees to export the wood and earn foreign exchange. As a consequence, the hill soil washed away, causing landslides, floods and silting in the rivers below the hills. Crops and houses too were destroyed, and women had to slog even more for their fuel, fodder and water. All in all, it was the women who were the main victims of India's deforestation policies.

Against these harmful deforestation policies a movement called, Chipko was born. "Chipko" in Hindi means to cling, reflecting the protesters' main technique of throwing their arms around the tree trunks marked to be cut, and refusing to move. In a remote hill town a contractor had been given the right by the state to fell 3000 trees for a sporting goods store. The area was already becoming barren. The women of the village decided to fight against this. When the woodcutters were scheduled to arrive, the men were lured away from the village, leaving the women at home, busy with household work. As soon as the woodcutters appeared, the alarm was sounded and the village's female leader, a widow in her 50s, collected 27 women and rushed to the forest. The women pleaded with the woodcutter, calling the forest their "maternal home" and explaining the consequences of felling the trees. The woodcutters shouted at and abused the women and threatened them with guns. The women in turn, threatened to hug the marked trees and die with them. It worked! The frightened labourers left and the contractor backed off. In 1974, women in a nearby area used the same tree-hugging technique in order to protest against the clearing of their forestlands.

Women in the Chipko Movement in India discuss deforestation

In the 1980s the idea of the Chipko Movement spread, often by women talking about them at water places, on village paths and in markets. Women realised that they were not powerless. There were actions they could take and a movement which would support them. They used songs and slogans to spread awareness and mobilse people.

In 1987 Chipko was chosen for a "Right to Livelihood" award, known as the "alternate Nobel Prize honour." The honour was rightly deserved by this small movement dominated by women who had launched a national call to save forests.

Similarly, in your community you may come across several issues that require to be addressed. For example, the aanganwadi is not functioning well; children and women are not receiving their entitlement of supplementary food; the midday meal provided is not adequate or cooked properly. It could be that widow pension is not being received in-spite of all the required formalities being completed by the widows of the village. So, to bring change in such situations, some collective action is required.

However, activism or protest is not the first step in any process towards change. First, one needs to understand the situation and find out if things can be changed through simply drawing the attention of the authorities through letters, appeals or direct dialogue. For instance, you can meet someone of importance concerning the issue, like the Sarpanch, the ANM, the schoolteacher, the Talati and discuss the matter in order to resolve it.

Activism may not always be the best method of changing the world but it can be quite useful under the right circumstances. It gives voice to a cause.

Activism is particularly useful/effective when you have many people who are affected by the same issues and the situation needs to be changed. If you decide to initiate a movement along with the people to change a situation, first see if there is some organisation or institute working on the same issue and try and seek their support or join them in their efforts.

Ref: Training for Transformation- A handbook for community workers-

by A.Hope.S.Timmel and C. Hodzi

htp/ www.Wekiepedia.com

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Session Three

Values of ASHA

Learning Objectives

At the end of this session the participants will be able to understand the importance of values to effectively perform the role of an ASHA.

Duration: 1 Hour

Importance of the Session

It is important to know that for every individual, values are the central guiding force for all behaviour and attitudes. Culture, experience, education, religion, law, language and media influence values. It is also important for an ASHA to know that values can change. To work in the area of social transformation an ASHA has to work with the attitudes and behaviours of the community for a positive and desired change. Hence, it becomes very important for an ASHA to review her own values and to address the values of individuals for social development.

As a Facilitator you Need the Following Preparation:

Keep black board, a chalk, flipcharts and marker pens ready for use during the session.

How do you Start?

Welcome participants and tell them that today we are going to learn about our values. You may start the session by saying that as an ASHA you are a change maker. Change depends on what is our vision, values and what we believe in. In this session we will discuss about values. After sharing this information initiate a discussion on the subject.

Discussion on Values

For every individual, values are the central guiding force for their behaviour and attitudes. Culture, experience, education, religion, law, language and media influence one's values. Values are variable. While working on social issues, we are basically working with changing the attitudes and behaviours of the community and the programme implementor for positive, desired change. Hence, it becomes very important to address values of individuals for social development

Every individual has her/his own values. There is nothing like right or wrong. Generally, values are imbibed from our parents, our society and our environment. Values shape our personality and identity and are directly connected with our vision of life. They guide us to decide our goal(s) and act on it. For example, when I know the destination which I have to reach, I can choose the correct path when I come to a crossroads.

Without a clear sense of purpose and values, we are lost and confused. For example whether to spend time in gossiping or in working will depend on my values.

Values remain in the subconscious mind and act like red and green traffic lights.They tell us what we should or should not do. Values are a set of beliefs about what is good and desirable. They are based on assumptions about how the world works. Our idea of what is the appropriate thing to do in a situation comes from values.

Some examples of values which are required for social development include:

1. Value of Equality

- In a patriarchal society women are viewed as submissive, weak and soft and men as strong and powerful. Due to this, men are given more importance, power and respect in family and society whereas

women are usually viewed in a supportive role. As a result, girls and women have less access to resources. For example, girls and women are given less food than boys and men of the family.

Men and boys are given more scope to develop themselves, e.g., men are given more opportunity for basic and higher education. Men, also, usually inherit the properties of the family, while women usually do not get a share.

If you believe in patriarchal values you will not see anything wrong if a woman is ill-treated. If you believe in equality you will respect a woman as a person.

- In our society the structure of caste is very strong and people who are from a socially advantaged class are in favour of the caste structure. Due to the caste structure certain, people of our society do not get opportunities to develop and get the benefits of the mainstream. As an ASHA we have to first understand the problems of the poor and marginalised communities. They need to be educated about their rights and entitlements. Empower them. Encourage them to share their views and feelings.

Treat each individual equally irrespective of her or his class, caste, sex and religion.

2. Value of Responsibility

- Your behaviour should be responsible and should promote your own and your community's health. You may keep your own house clean but throw garbage in the street, which is not responsible behaviour. As a member of the community you need to throw garbage at the designated place so as to prevent infectious diseases.

- The system provides power to function effectively and to develop the community. For example, the Sarpanch of your village has the power to make decisions for the development of your village. Many times people misuse this power and use it for their own benefit or benefit of their relatives and/or caste. Being responsible to your own self and to the power you are designated with is very important. No system works effectively if all the designated members do not perform their duties effeciently in a coordinated manner.

3. Believe in People's Knowledge and Experience

- All people have experience and knowledge. It needs to be respected and valued while making any decision. Never view people as empty vessels needing to be filled with knowledge. They should not be viewed as passive recipients.They need to be active to sharing their views while making decisions.

For example, if pregnant women are not coming forward to get their names registered you need to find out why they are not coming. Ask them to suggest strategies to increase registrations of pregnant women and how they will contribute to making the strategy work.

4. Values of Trust:

- When people honour each other, there is a trust established that leads to synergy, interdependence and mutual respect. Gaining the trust of those around you is not a difficult or unachievable task. Trust can be created by sharing feelings, thoughts, views and being transparent. Trust is a glue that holds people together. To experience the feeling of trust. Introduce Activity 1.

Activity

One

Trust Walk

Step 1: Ask the participants form to pairs. Ask one member of the pair to blindfold her/himself.

Chalk out a path which has obstacles, steps, bushes, stones, etc. Bring the participant who are not blindfolded in a group and inform them that as a facilitator they will be walking on a particular path and leading their blindfolded partner on that path.

Step 2: Lead the blindfolded partner on that path. Let them go to their partners. As a facilitator you start walking. Let all the pairs follow you

After finishing the walk reverse the roles.

Step 3: Have a discussion on the following questions:

How did you feel during the walk, both while being blindfolded and while being led ?

Were you confident about your partner? Was there a feeling of mistrust? When? Why?

What are some of the actions and gestures which help you to develop trust on your partner?

Step 4: Have a detailed discussion on the importance of the element of trust in community work. You may highlight following points which helps them to develop trust.

- Accept the people as they are the people need assurance that they are truly accepted as they are. When the community people come to you they rely on you completely and therefore it is very important to develop and build the trust.

- Create a non-threatening and enabling environment where they can share their views and concerns openly without fear.
- Provide an opportunity to people to share information. For example, they may know an effective herbal treatment for some disease, or they know the reason for their poor participation in improving the health of the community but have not been able to analyse and articulate.
- Keep your words/promises. If you have promised to get a health check-up camp organised at the village level, try your level best to coordinate and organise it. If you fail, comeback to the community and share your feelings and frustration. Accept their help to have it organised.
- Exhibit your values of trust in all your actions.

While discussing these points ask them to share their life experiences, which helped them to build trust and the experience, which affected their trust.

Conclude the session by discussing the values promoted by Mahatma Gandhi.

- Always speak the truth
- Believe in the power of non violence
- A person should not be treated on the basis of her or his caste/sex/ religion. Everyone should be treated as a human being.
- If you have made a mistake never be ashamed to apologise or express regret and ask for forgiveness.
- Never misuse common resources like water, wood, etc. It belongs toevery individual on earth and all persons need to have access to these resources.
- You can touch the heart of people if you are committed to serve them.
- Keep people at the centre of your activities and believe in the power of people.

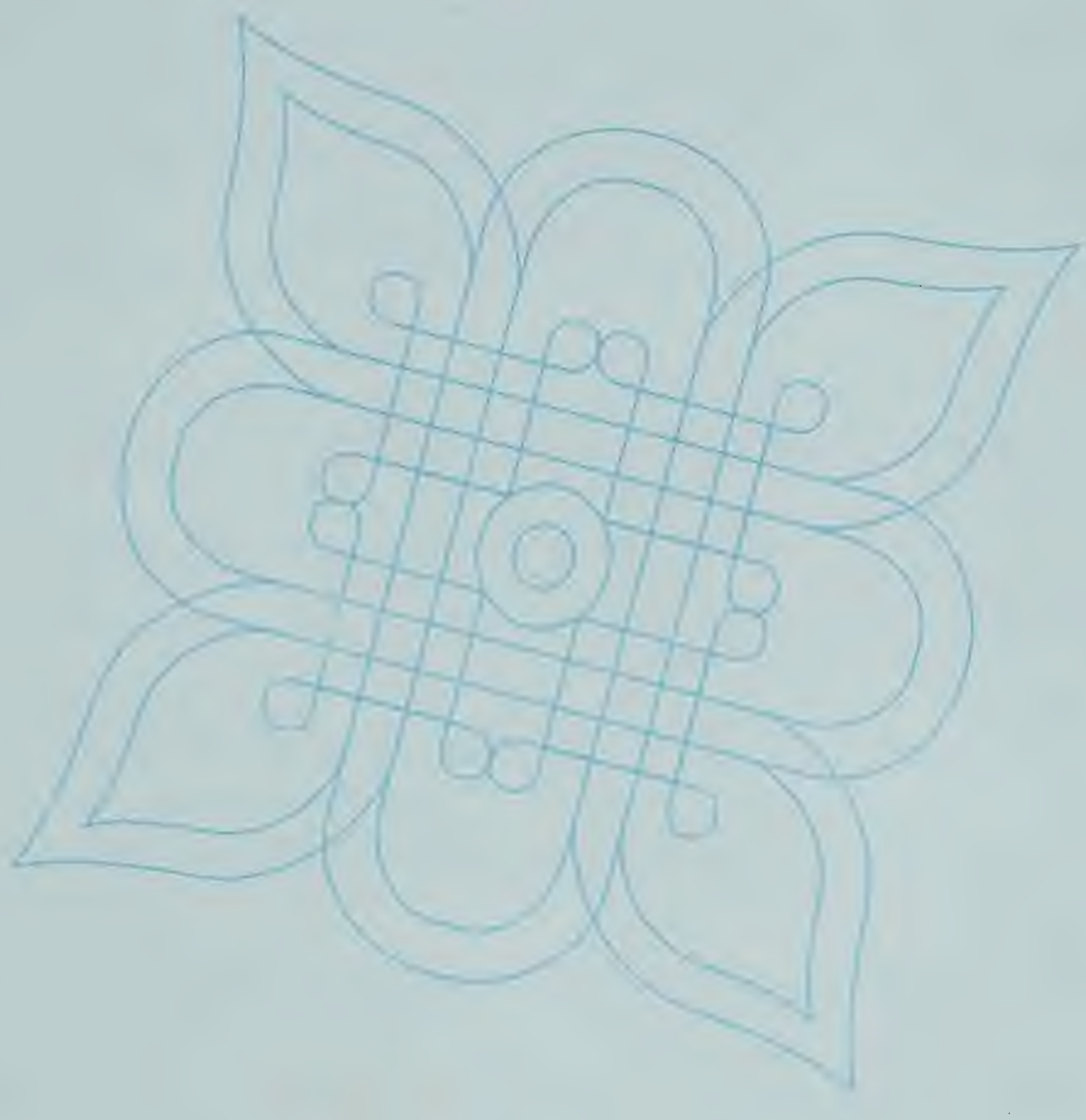
It is a fact that people who are conscious of their value-based priorities are more fulfilled and happier in their lives. They also make more effective decisions about their own and their community's growth and development. To know your personal values is to be more aware of who you are, what you want and what you don't want.

As an ASHA your work is very important. With that you should also value your family and their needs. You also need to think about what is more important to you and why. Answering these questions for yourself can be revealing .

In some situations the family may be important and in some it may be the work. One is actually a means to another. Working may enable you to support your family, providing you an opportunity to develop or having a family may provide support to work. Understanding your values enables you to move ahead and maintain for a balanced lifestyle.

You may end the discussion by singing, "Vaishnav Jan to Ten re Kahiye....'

At night after dinner you may screen the film "Lage Raho Munnabhai". If you decide to do so make sure that after the movie you discuss what they have learnt from the movie.



Module
Two

Understanding the Health Rights and Entitlements

Total Number of hours: 6 (1 Day)

Session	Duration
Session1 Understanding the Meaning of the Human Rights and the Fundamental Rights	1 hour
Session 2 Understanding the Meaning of the Right to Health	1 hour
Session 3 The Primary Health System	2 hour
Session 4 What to do if our Right to Health is Violated?	2 hours

Session One

Understanding the Meaning of the Human Rights and the Fundamental Rights

Learning Objectives

At the end of this session the participants will gain understanding about the importance of living a respectful life and basic Human Rights and Fundamental Rights

Duration: 1 Hour

Handouts: Handout 1: Universal Human Rights

Handout 2: Our Fundamental Rights

Importance of the Session

In module 1 you provided an opportunity to the participants to learn about themselves. This module will discuss the concept of 'rights'. This session is particularly designed to sensitise them about their human and fundamental rights. It is very important that people have basic information about rights.

As a Facilitator you Need the Following Preparation:

Read Handout 1 and Handout 2 carefully. As a facilitator you need to decide how much information you want to provide on Human Rights and Fundamental Rights. You have to initiate this discussion based on the level of understanding of the participants and their interests.

How do you Start?

Welcome the participants. Inform them that we are going to learn about our rights and entitlements. Initiate Activity 1.

Activity One

Knowing about the Human Rights

Step 1: Share the following example with the participants. There are two women in a village. One has passed 6th grade and the other is a graduate. Do you think the woman who is a graduate deserves more respect than the woman who has passed just 6th grade? Encourage the participants to share their views. End the discussion by saying that as human beings we all need respectful treatment.

Step 2: Ask the participants if they can recall any incident when they felt hurt because someone did not seem to respect them. This includes things people may have said about them to make them feel stupid or silly. For example, some one may have told you that it is no use talking to this person as his/her understanding is poor. Try and remember one or two such hurtful incidents/ statements. Why do people put each other down?

Facilitate participants in sharing their experiences. As a facilitator you may conclude the session by stressing that we are all human beings. Therefore, it is very important that we learn how to use words well and make respectful choices so that we do not hurt the dignity and respect of other human beings.

End the discussion by explaining that in 1948, after the global suffering in World War II, all the countries in the world agreed that the world would be more peaceful if every human being respected the dignity of every other human being. As a result, the Universal Human Right Declaration came into existence. Our country has also agreed to this Declaration. Share some of the human rights given in Handout 1.

Step 3: Introduce the concept of Fundamental Rights and ask them to share their knowledge of it. Based on their knowledge, share the following information. As Indians we enjoy certain fundamental rights. These are derived from the Universal Human Rights. Our Fundamental Rights were drafted in 1950.

Fundamental Rights	Points to Emphasise
Right to Vote	In India, all powers of the state rest in the hands of the people. The Constitution is framed by the Constituent Assembly that is indirectly elected by people. All people have a right to vote.
Right to Equality	All citizens are guaranteed the right to equality. All citizens are equal in the eyes of law. No citizen can be discriminated against on the basis of religion, caste, sex or place of birth. For example, in a village every citizen has equal right to common resources such as water, land and public places. Similarly, government hospital, schools and colleges are open to all citizens.
Right to Freedom	Under this right a citizen enjoys different kinds of freedom, e.g., a citizen can visit or live in any state. People from village can go to the cities for work and choose to live there permanently. A citizen can adopt any profession of his or her choice. No one can refuse the son of a farmer the freedom to become a cook or a doctor's daughter the freedom to become a farmer. There is no law that restricts women only to domestic work or states that the man has to be the only earning member of the family.
Right against Exploitation	The law does not permit any citizen to exploit another citizen. Exploitation includes activities such as illegal bonded labour, child labour, sexual harrassment and forced beggary.
Right to Freedom of Religion	The citizen has the right to follow any religion of his/her choice. If there is inter-religion marriage, e.g., a Hindu marrying a Sikh or Sikh marrying a Muslim, there is no legal compulsion on the wife to adopt her husband's religion.
Cultural and Educational Rights	This right is particularly for the minorities. Through this right every community can promote their culture by means of special schools.
Right to Constitutional Remedies	If any of the Fundamental Rights is violated, the citizen can approach the Supreme Court for the protection of her or his rights.

At the end of the session inform them that to understand whether their Human Rights and Fundamental Rights are protected at the village level, you will be reading out some situations. The participants can assess each situation and volunteer to share their views.

Are My Human and Fundamental Rights protected?

- My village is safe and secure. All members of the community receive equal treatment and information about different government schemes and opportunities.
- My village provides equal access to resources, especially water, which is available at the village level, irrespective of one's caste, gender and religion.
- When someone violates the rights of another person, the village committee takes note of it, discusses and makes the appropriate decision with the consent of all the committee members and takes action keeping in view the policies and procedures of the committee.
- All people of the village are allowed to attend the Gram Sabha.
- All members of my village actively participate in decision-making processes related to village and community development through the village Gram Sabha.
- No one in our village is subjected to degrading treatment or punishment.
- My village Panchayat has people from diverse backgrounds, religion and cultures. There are some women members in our Panchayat. There are 33% percent seats reserved in the Panchayat for women.
- I can express my political, religious and cultural ideas and beliefs with my family and community without fear of discrimination.
- The village members and the labourers are paid as per the minimum wage norms.
- Both men and women are paid equal wage for equal work.

Step 4: Conclude the session by asking them to develop two action plans to ensure that their community avails of their Human and Fundamental Rights.

Handout One

Universal Human Rights

- All human *beings are born free and equal*. We are all entitled to the same dignity and rights as anyone else. We should act toward others in a spirit of friendliness.
- Everyone should have the *same rights and freedoms*, no matter of what race, sex, or colour she or he may be. It should not matter where we were born,what language we speak or what religion or political opinions we have, or whether we are rich or poor.
- Everyone has the *right to live*, to be free and to feel safe.
- The buying and selling of people is wrong and slavery should be prevented at all times. Forcing people to do work because of indebtedness is also a form of slavery-debt-bondage.
- No one should be put through torture, or any other treatment or punishment that is cruel or makes the person feels less than human.
- Everyone has the right to be accepted everywhere as a person, according to the law. You are entitled to be treated equally by the law.
- If your rights under the law are violated, you should have the right to have fair judges who will ensure that justice is done.
- You cannot be arrested, held in jail or thrown out of your own country without a given reason.
- In case you have to go to court, you have the same rights as anyone else to a fair and public hearing by these courts, that are open-minded and free to make their own decisions.
- If you are blamed for a crime, you should be thought of as innocent until you are proven guilty. You should not be punished for something you did which was not illegal when it happened.
- No one should invade your privacy, family, home or mail, or attack your honesty and self-respect.

- Within any country you have the right to go and live where you want. You have the right to leave any country, including your own, and return to it when you want.
- You have the right to seek shelter from harrassment in another country.
- No one should take away your right to the country of citizenship.
- Adult men and women have the right to marry and start a family, without anyone trying to stop them because of their race, country or religion. Both have to agree to the marriage and both have equal rights in getting married, during the marriage, and if and when they decide to end it.
- Everyone has the **right to have belongings** (possessions) that they can keep alone or share with other people, and no one should take your things away for no good reason.
- You may believe what you want to believe, have ideas about right and wrong, and believe in any religion you want, and you may change your religion if you want, without interference.
- You have the right to tell people how you feel about things without being told to keep quiet. You may read the newspapers or listen to the radio, and you have the right to print your opinions and send them anywhere without anyone's interference and/or someone trying to stop you.
- You have the right to gather peacefully with people, and to be with anyone you want, but no one can force you to join or belong to any group.
- You have the right to be one of the people in your government by choosing them in fair elections where each vote counts the same and where your vote is your own business. Because people vote, governments should do what people want them to do
- As a person on this planet, you have the right to have your basic needs met so that you can live with pride and become the person you want to be; and other countries and groups of countries should help.
- You should be able to work, choose your job, join a union, have safe working conditions and be protected against not having work. You should have the same pay as others who do the same work, without anyone playing favourites. You need a decent pay so your family can get by with pride, and that means that if you don't get paid enough, you should get other kinds of help.
- Everyone has a right to rest and relaxation, and that includes limiting the number of hours required to work and allowing for a holiday with pay once in a while.

- You have the right to have what you need to live a decent life, including food, clothes, a home, and medical care for you and your family. You have the right to get help from society if you are sick or unable to work, you're old, a widow, or if in any other way you are unable to work through no fault of your own.

- You have a right to education. At least in the early years it should be free and a requirement for all. Later education should be available for those who want it. Education should help people become the best they can be and to respect the human rights of others in a peaceful world.

- You have the right to join and be part of the world of art, music and books, so that you can enjoy the arts and share in the advantages that come from new discoveries in the sciences. If you have written, created or discovered something, you should get credit for it and get earnings from it.

- Everyone has the right to a world where rights and freedoms are respected and realised.

- We all have a responsibility towards the place where we live and the people around us, so we have to watch out for each other. To enjoy freedom, we need laws and limits that respect everyone's rights, meet our sense of right and wrong, keep peace in the world, and support the United Nations.

Ref.: Human Rights Education for Teachers in Central Asia - Canadian Human Rigts Foundation

Handout
Two

Our Fundamental Rights

Constitution: Its Meaning

Every independent country prepares a Constitution of its own. The Constitution is a fundamental legal written document according to which the government of a country functions. The Constitution is superior to all the laws of a country. Every law enacted by the Parliament has to be in conformity with the Constitution.

The Constitution provides for citizenship, rights and duties of the citizen, Directive Principles of State Policy, union-state relations and elections and emergency provisions.

Other Salient Features of the Constitution

In India, all powers of the State rest in the hands of the people. India is a democracy. People of India elect their governments at all the three levels- central, state, and local. Every citizen of India, who is 18 years of age or above and who is not otherwise disqualified by law, is entitled to vote in the elections.

India is a secular state. All citizens, irrespective of their religious belief, are equal in the eye of the law. The government cannot formulate policies which discriminate among various religions and communities that live in the country

Fundamental Rights

The Constitution guarantees six Fundamental Rights to Indian citizens. The Fundamental Rights as mentioned in the Constitution are:

- Right to Equality
- Right to Freedom
- Right against Exploitation
- Right to Freedom of Religion
- Cultural and Educational Rights
- Right to Constitutional Remedies

Every Indian citizen, without any discrimination is entitled to enjoy these rights. These rights are given to all citizens so that she/he can play her/his part as a healthy and mature member of society, and can enjoy life while developing her/his personality.

Right to Equality

All citizens are guaranteed the Right to Equality. All citizens are equal in the eyes of the law and they have equal rights under the protection of this law. In other words, the state cannot discriminate against a citizen on the basis of race, caste, sex, religion or place of birth. The state also cannot discriminate against anyone in matters of employment. All citizens can apply for government jobs. But the Right to Equality specifies certain exceptions. The Constitution has a special provision in the form of reserved posts while guaranteeing the Right to Equality. Reserved posts are provided for scheduled castes, scheduled tribes, and other backward classes. Similarly, there are special provisions for women and children.

Untouchability is an evil in Indian society. Our Constitution has abolished the practice of untouchability, making its practice a punishable offence.

Right to Freedom

The Right to Freedom is a cluster of the following six freedoms:

Freedom of speech and expression

Freedom to assemble peacefully and without arms

Freedom to form associations or unions

Freedom to move freely throughout the territory of India

Freedom to live and settle in any part of India

Freedom to practice any profession or to carry on any occupation, trade or business

The aim of the Right to Freedom is the development of a person. She/he should enjoy her/his rights democratically and She/he should be able to live a healthy and civic life.

Right against Exploitation

When we accept everyone as human, we cannot treat anyone as a 'slave'. He/she cannot be kept in captivity. She/he cannot be forced into labour. Citizens are protected against such exploitation by the law.

If children below the age of 14 years are asked to do work beyond their capacity, and if they are employed in a factory, mines or such hazardous places, it is exploitation, and is a crime under the Abolition of Child Labour Act.

Right to Freedom of Religion

Right to freedom of religion provides religious freedom to all the citizens of India. All religions are equal before the state and the state cannot give preference to one religion over another. No state run institution can impart religious education.

Cultural and Educational Rights

India is a country of multiple religions, languages and cultures. Based on these, the Constitution provides special measures to protect the rights of cultural minorities. Any community which has a language and script of its own, has the right to conserve and develop them.

Right to Constitutional Remedies

Right to Constitutional Remedies is not only a special feature of the Fundamental Rights, but also a very special feature of our Constitution. The right empowers the citizens to approach a court of law in case of denial of any of these Fundamental Rights. The court of law stands as a guard against the violation of these Rights.

Directive Principles of State Policy

The Directive Principles of State Policy are a unique feature of the Constitution. The kind of country that we want to create and the kind of society we want to construct is the vision reflected in these Directive Principles.

These include rights like the right to work, right to equal wage for equal work, right to an adequate livelihood, right to free and compulsory education of children up to the age of 14 years, etc.

The Constitution says that the state should try to prevent concentration of wealth. In addition to that, attempts towards the distribution of resources such as water, land, forests, etc. must be made for the common welfare.

The state should take measures to preserve the good health of labourers and young children and to ensure that they are not forced to undertake any work that harms their health. The state should ban intoxicants such as wine, drugs, opium, etc. that harm one's health.

The state should promote public health, animal husbandry, prevent the slaughterering of cows and other milch animals. Cottage industries should be promoted. Forests, the wild life of the country and ancient monuments need to be protected.

Decentralisation of power should reach the grassroots level. For that, Panchayati Raj must be established. Steps should be taken to increase the partnership of labourers in the management of industries.

Ref: Text book of social sciences for standard nine, Gujarat State School Board

Session Two

Understanding the Meaning of the Right to Health

Learning Objectives

At the end of this session participants will gain understanding of the meaning of the Right to Health

Duration: 1 hour

Importance of the Session

We have discussed the meaning of Human Rights and Fundamental Rights. This discussion was conducted to have basic information on rights. Now we need to discuss the meaning of the Right to Health. Also, it is important to know that having information about this right does not ensure that this will be given automatically to us. As an ASHA you have to use your knowledge about the right to health to mobilise the community to access its entitlements. The understanding of the Right to Health will help an ASHA to access health care services from the Public Health System.

As a Facilitator you Need the Following Preparation:

Keep flipcharts and markers ready for use during the session

How do you Start?

Welcome the participants. Inform them that they are going to learn about their Right to Health. Introduce Activity 1.

Activity

One

The Right to Health: Group Discussion

Step 1: Divide the participants into a small groups of 6-7 members each. Ask them to discuss the meaning of the Right to Health. Give them 15 minutes for discussion. If the group is literate, ask them to write down the points on a flip chart or do an oral presentation.

Step 2: Call all the participants together. Ask them to share their views. After listening to their input, enrich this discussion by sharing the following information. While sharing, relate the points that emerged from their discussion with the points given below.

The Right to Health

Availability. The community has the right to have functional public health and healthcare facilities with adequate amount of drugs, equipment and effective implementation of comprehensive and gender-sensitive health programmes.

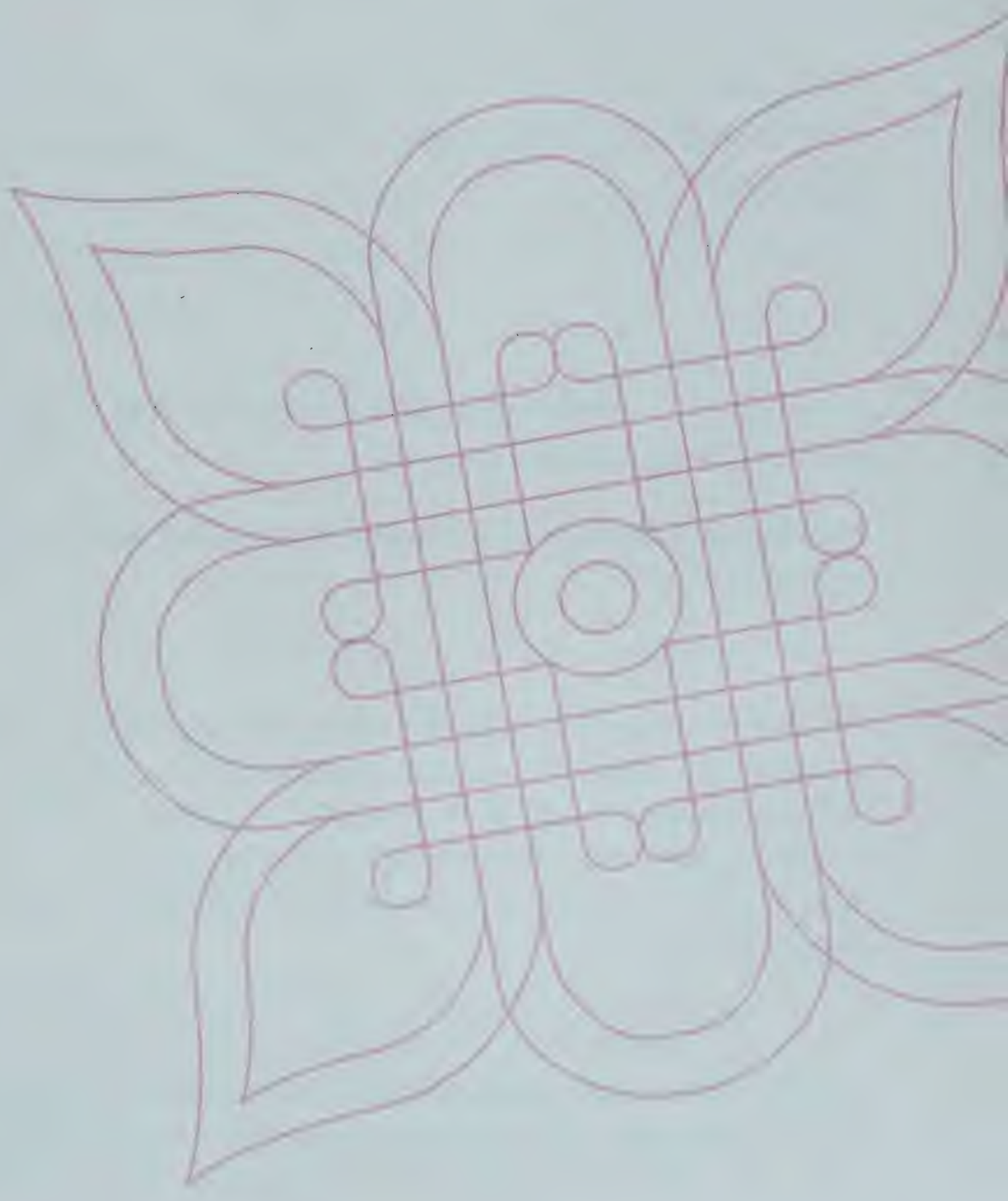
Accessibility. Health facilities and services need to be accessible to everyone without any discrimination. Accessibility can be explained as follows:

- Non-discrimination - Nobody should be refused treatment on the basis of religion, caste, economic status, gender, etc
- Physical accessibility- The health facility especially the public health facility, should be centrally located so that it can be reached at the earliest convenience.
- The health services should be affordable for majority of the people. In the public health system services are available free of cost.

- Information about the services that are available in the public health system should be accessible to all the community members. All members should be aware of their entitlements from the public health system.

Acceptability All health facilities and services must be respectful of medical ethics and be culturally appropriate, sensitive to gender equality and life-cycle requirements, as well as designed to respect confidentiality and improve the health status of those concerned.

At the end of the session ask the participants to share what challenges their communities face in accessing health care services from the Primary Health Centre or sub-centre.



Session Three

The Primary Health System

Learning Objectives

At the end of this session the participants will gain understanding of:

Structure of the Health System, the key personnel/posts and their functions.

Quality of health services - Right of the community.

Actual implementation of the Public Health System at grassroots level.

Duration: 2 Hours

Handouts: Handout 1: Chart of functioning of the Primary Health System and its administrative structure

Handout 2: Observation checklist for the Primary Health Centre(PHC) and Sub-Centre (SC).

Importance of the Session

Being a link between the community and the health facility, an ASHA needs to monitor and identify gaps and articulate the community's health care needs to the appropriate health care providers. Therefore, ASHA needs to be well aware of the health care structure, systems and its operational issues and standards. This session will provide information on operational aspects of the Primary Health System

As a Facilitator you Need the Following Preparation:

Transfer the chart depicting the Primary Health System structure on to a flipchart or make arrangements to project it through a computer or overhead projector. Keep the cards ready for Activity 1.

How do you Start?

Welcome the participants. Introduce Activity 1.

Activity

One

Knowing our Health System Infrastructure

Step 1: Keep a set of cards on the floor with the following labels written on it.

- District level
- District Medical Hospital/Civil Hospital
- Taluka/Block level
- Community Health Centre
- Cluster level
- Primary Health Centre
- Village level
- Sub-Centre
- Chief Medical Officer
- Nurse Midwife
- Medical Officer
- Health Worker

Step 2: Ask 3-4 volunteers to come forward.

Ask them to review the cards and develop a flow chart which explains the structure of the Primary Health System. They need to depict which health facilities is available at which level and who are the appointed health care providers at each of these levels.

Once they have completed the task ask other participants whether they want to make any changes. If yes, ask them to do so.

Once the group members agrees on the final version, display the chart of the health service available at various levels given in Handout 1. Let them compare it. Discuss the various health personnel available at various levels with the health facilities.

Step 3: Conclude the session by sharing the following information on health care servicies.

Health Services Available at Various Levels

Village Level

At the village level there is a Sub-Centre. It provides the following health services under various programmes:

Reproductive and Child Health Programme (RCH). Under this programme the following services are provided.

Maternal health

- Antenatal care
- Intra-natal care
- Postnatal care
- Essential newborn care
- Janani Suraksha Yojana (JSY)
- Nutrition counselling and referral

Child health

- Immunisation
- Vitamin A

Refer to ASHA Book 2 for details on maternal and child health care services

Family welfare

- Promotion and supply of contraceptives
- IUD insertions
- Follow-up services for permanent methods
- Counselling

Adolescent health

- Adolescent-friendly health support and referral

Refer to ASHA Book 3 for details on contraceptives and adolescent health services

Community at large

- Preventive and prompt referral action for Malaria, Dengue, Chikun Guniea, Japanese Encephalitis, Kala Azar, Filariasis, and communicable diseases, and in the control of epidemics.

- Treatment for minor ailments such as ordinary fever, diarrhea/dysentery /vomiting, worms infestation and first aid.
- Appropriate and prompt referral to the nearest Primary Health Centre (PHC) or Community Health Centre (CHC) if the patient is in a critical condition.
- Disease surveillance and reporting for all National Health Programmes and endemic diseases.

Other supportive structure at the village level is the Integrated Child Development Scheme (ICDS), which provides early childhood care and development and monitoring, nutrition supplementation for pregnant and lactating women and children below six years and partial Day-Care(creche) for four hours.

Cluster Level

At the cluster level there is a Primary Health Centre (PHC). It provides the same health services as that provided by the Sub-Centre, alongwith the following services:

- First aid and appropriate management for injuries and accidents and stabilisation of the patient before referral/discharge.

Reproductive Child Health (RCH) related services

- 24-hour services for both normal and assisted deliveries. First aid and referral for serious obstetric emergencies.
- Newborn care.
- Emergency care of sick children.
- Integrated management of neonatal and childhood Illnesses (IMNCI)
- Spacing and permanent methods of family planning and follow-up
- Abortion services limited to counselling and early term Medical Termination of Pregnancy (MTP) using Manual Vacuum Aspiration (MVA) technique (Wherever trained personnel and facility exist).

National Health Programmes

- Diagnosis and treatment of RTI/STIs, and of major illnesses targeted under the National Health Programmes-Tuberculosis (TB), Blindness, Malaria, Microfilaria, Dengue and HIV screening.
- Routine lab tests related to blood sputum, urine, stool examination and for TB, Malaria, HIV, Typhoid, Syphillis, Reproductive Tract Infection, Sexually Transmitted Diseases (RTI/STDs).
- First-level action in unusual health events and out-break situations.

- Special operation camps for vasectomy, tubectomy, MTP, hydrocelectomy and cataract surgeries.
- Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy (AYUSH) treatment other than through Allopathic system, as per the local people's preference.
- Support to School Health Program through regular check-ups and appropriate treatment.
- Early detection of disabilities, initial intervention and referral.
- Drinking water tests and purification.

Block Level

Community Health Centres (CHCs) are located at the block level. They provide services similar to that provided by PHCs, in addition to the following health services:

- Well-equipped medium-sized hospital to handle emergencies related to Reproductive and Child Health (RCH) and National Health Programmes.
- Specialist treatment of endemic diseases like Dengue, Hemorrhagic fever, Cerebral Malaria, etc.
- Routine surgical procedures and simple operations.
- Essential and emergency obstetric care, and 24-hour services for normal and assisted deliveries.
- Specialised Family Planning (FP) services, Laproscopic, Gynaecological and safe abortion services.
- Counselling and treatment of RTI/STIs.
- Basic routine pathological tests with advanced tests for some diseases as blood transfusion, and testing and treatment of drinking water sources.
- Preventing/managing epidemics and outbreaks.

State Level

At state-level policies, plans and programmes are formulated based on the information and research regarding the health needs and problems of the people. Appropriate budgets for those services, materials and human resources are allocated.

Activity

Two

Discussion on the Quality of Health Care

Step 1: Inform the participants that under the National Rural Health Mission (NRHM) great emphasis is being put on the quality of health care. As an ASHA we need to make sure that our community members receive quality health care. We have already learnt about the right to health care. Ask them to refresh their understanding of this. List down their responses. Share the following information on the quality of health care.

Quality care: There are certain norms which need to be followed by the health service providers and health service institutions to provide quality care to the patients. Generally, patients do not know about these norms. As a result they often gets poor quality services.

Meaning of Quality Health Care

Quality health care refers to giving appropriate medical treatment (neither inadequate nor overdoing) in the most correct way, at the correct time and appropriate place and with the right attitude. It also requires giving correct health information.

Quality Health Care Right of the Community

- A professionally and technically competent and certified person has to take the case history and examine the patient.
- Appropriate and rational treatment is given.
- The patient is to be given appropriate/adequate information related to the diagnosis, treatment procedures and drugs prescribed without scaring or causing undue tension.

- The patient needs to be given time to share concerns. After listening to them, help them to make an informed decision regarding the treatment procedures (risk and safety factors) and choose the most suitable alternative, if there is a choice available.
- Essential equipment, supplies and technical staff must be available at the facility. Patient/s must not be told that due to the unavailability of drugs or equipment being out of order s/he cannot get a treatment service.
- Privacy, comfort, confidentiality and dignity of the patient are to be maintained- have curtains in the examination room, allow the attendant of a patient inside if she/he wishes, and keep registers/files locked.
- Behaviour of the providers is courteous, non-discriminatory and reassuring.
- Patient must feel motivated enough by the providers and the system to continue and complete the treatment.

Ask them what role an ASHA can play to ensure the quality of health care services. Let them share their views.

Conclude the session by providing the following information:

An ASHA must play a critical role in enabling the community to procure quality care by

- Creating awareness about the meaning and implications of quality health care among the community members.
- Informing them about their entitlements from the health providers and health services.
- Mobilising Panchayati Raj members and informal and formal groups to take interest in monitoring access to health care services at the village level, as well as take corrective action through the appropriate authorities.
- End the session by discussing the observation checklist for sub-centre and Primary Health Centre. Inform them that they should visit the PHC/SC and understand what is meant by quality health care. When they get a chance to visit PHC/SC they should take the observation checklist alongwith them. It is also provided in their reading material. They should fill in these checklists to learn about the status of health services at these centres.

Handout One

Health Service Delivery System

District Level	District Hospital / Civil Hospital →	· Chief/Principal Medical Officer · Various medical discipline Specialists at senior and junior level · Several nursing paramedical and support staff of various levels. · Some administrative staff
Block level	Community Health Centre →	**Specialists** · For surgery, gynaec/obstetric, eye, child diseases and public health, etc.—7 · Programme manager-cum-surveillance officer—1 **Paramedics and support staff** · Nurses/midwife/ 7+2 (NRHM) · Pharmacist/ compounders/technicians—5 · Support staff for health-7 Administrative staff 2
Cluster Level	Primary Health Centre →	· Medical doctor -1 or 2 with AYUSH · Pharmacist/ lab technician -2 · Nurse-midwife/Nurse - 4 for 24-hour PHCs · Health support workers - 4 · Admininstrative staff- 2 · Support staff-4 · TOTAL—18 (Optimum)

Village level

SC-1 | SC-2 | SC-3 | SC-4 | SC-5 | SC-6 | HW-F HW-M

Handout
Two

Observation CheckList

Observation CheckList for the Sub-Centre

The participants need to collect the following information

I. General Information

Name of the sub-centres village_____

Total population covered by the sub-centre_____

Distance from the PHC _____

II. Availability of staff at the sub-centre

Is there an ANM available/appointed at the centre? Yes/No

Is there health worker-male (MPW) available/appointed? Yes/No

Is there a part-time attendant (female) available? Yes/No

III. Availability of Infrastructure at the sub-centre

- Is there a designated government building available for the sub-centre? Yes/No
- Is the building in working condition? Yes/No
- Is there a regular water supply at this sub-centre? Yes/No
- Is there regular electricity supply at this sub-centre? Yes/No
- Is the blood pressure apparatus in working condition in this sub-centre? Yes/No
- Is the examination table in working condition in this sub-centre? Yes/No
- Is the steriliser instrument in working condition in this sub-centre? Yes/No
- Is the weighing machine in working condition in this sub-centre? Yes/No
- Are there disposable delivery kits available in this sub-centre? Yes /No

IV. Availability of Services at the sub-centre

- Does the doctor visit the sub-centre at least once a month? Yes/No
- Is the day and time of this visit fixed? Yes/No
- Is facility for delivery available in this sub-centre during a full 24-hour period? Yes/No

- Is treatment of diarrhoea and dehydration offered by the sub-centre? Yes/No
- Is treatment for minor illness like fever, cough, cold, etc. available in this sub-centre? Yes/No
- Is facility for taking a blood slide in the case of fever for detection of malaria available in this sub-centre? Yes/No
- Are contraceptive services available at this sub-centre? Yes/No
- Are oral contraceptive pills distributed through this sub-centre? Yes/No
- Are condoms distributed through the sub-centre? Yes/No

Observation Checklist for PHC Centre

I. General Information

- Name of the PHC village _____
- Total population covered by the PHC_____
- Is there a designated government building available for the PHC? Yes/ No
- Is the building in working condition? Yes/No
- Is water supply readily available in this PHC? Yes /No
- Is electricity supply readily available in this PHC? Yes/No
- Is there a telephone line available and in working condition?

II. Availability of Staff in the PHC

Is a Medical Officer available/appointed at the centre? Yes/No

Is a Staff Nurse available at the PHC? Yes/No

Is a health educator available at the PHC? Yes/No

Is a health worker-male(MPW) available/appointed? Yes/No

Is a part time attendant (female) available? Yes/No

III General Services

1. Availability of medicines in the PHC

- Is the anti-snake venom readily available in the PHC? Yes/No
- Is the anti-rabies vaccine readily available in the PHC? Yes/No
- Are drugs for malaria readily available in the PHC? Yes/No
- Are drugs for tuberculosis readily available in the PHC? Yes/No

2. Availability of curative services

- Is cataract surgery done in this PHC? Yes/No
- Is primary management of wounds done at this PHC? (stitches, dressing etc. Yes/No
- Is primary management of fracture done at this PHC? Yes/No

- Are minor surgeries done at this PHC? Yes/No
- Is primary management of cases of poisoning done at the PHC? Yes/No
- Is primary management of burns done at the PHC? Yes/No

IV Reproductive and Maternal Care and Abortion Services

1. Availability of reproductive and maternal health services

- Are ante-natal clinics regularly organised by this PHC? Yes/No
- Is facility for normal delivery available in the PHC 24 hours a day? Yes/No
- Are facilities for tubectomy and vasectomy available at the PHC? Yes/No
- Are internal examination and treatment for gynaecological conditions and disorders like leucorrhoea and menstrual disturbance available at the PHC? Yes/No

2. Is facility for abortion- Medical Termination of Pregnancy (MTP)available at this PHC? Yes/No
3. Is treatment for anaemia given to both pregnant as well as non-pregnant women? Yes/No
4. How many deliveries have been conducted in the last quarter (three months)? _____

V Child Care and Immunisation Services

1. Are low birth-weight babies treated at this PHC? Yes/No
2. Are there fixed immunisation days? Yes/No/No information
3. Are BCG and measles vaccine given at this PHC? Yes/No
4. Is treatment for children with pneumonia available at this PHC? Yes/No
5. Is treatment of children suffering from diarrhoea with severe dehydration done at this PHC? Yes/No

VI Laboratory and Epidemic Management Services

1. Is laboratory service available at the PHC?

- Is blood examination for anaemia done at this PHC?— Yes/No
- Is detection of malaria parasite by blood smear examination done at this PHC? Yes/No
- Is sputum examination to diagnose tuberculosis conducted at this PHC? Yes/No
- Is urine examination of pregnant women done at this PHC? Yes/No

Ref: Indian Public Health Standards (IPHS)

Session Four

What should be done if our Right to Health is violated?

Learning Objectives

At the end of this session the participants will gain an understanding about what actions are to be taken if their Right to Health is violated.

Duration: 2 hours

Handouts: Information about the role play.

Importance of the Session

An ASHA is made aware about the meaning of the Right to Health. Now that we are aware of the Primary Health System and the health delivery structure, it is important to know that having information about rights does not automatically ensure that these will be given to us. As an ASHA she has to use her knowledge about the Right to Health to mobilise the community to access their entitlements and be vigilant. The understanding of Rright to Health will help an ASHA to take action to access health care services within the public health system.

As a Facilitator you Need the Following Preparation:

Transfer the details of the role play on to separate sheets of papers to be distributed among the groups performing the role play.

How do you Start?

Welcome the participants. Inform them that we are going to learn about what action to be taken if our Right to Health is violated. Introduce Activity 1.

Activity

One

Role Play

Step 1: Divide the participants into two groups. Distribute the role play situations given in Handout 1. Ask them to discuss the role play. Give them 15 minutes to prepare. Inform them that they are free to highlight points other than that which has been given in the role play sheet.

Step 2: Call all the participants together. Ask them to perform the role play.

At the end of the role plays,

- Discuss the role of ASHA in availing of the health service entitlements from the Public Health System.

Ask the Following Questions

- If you face such a situation in real life do you think you will be able to cope with it?
- What kind of support will you require to strengthen you in this role?

Handout One

Information about the Role Play

Situation: The sub-centre, in an unused condition is situated outside the village. It is poorly maintained. The ANM does not stay in the village and does not visit regularly.

The role play needs to highlight the following points:

An ASHA sends written complaints to the PHC and the Chief District Health Officer

An ASHA discusses the problem with Panchayat members, who discuss the matter with the ANM and use the funds given to her to strengthen the sub-centre.

The Panchayat members and an ASHA offer a place to the ANM to stay at the village level.

Situation: The PHC doctor and staff come for a school health check-up. But he does not go to the government's girls' secondary school in Samba tribal village which has a high prevalence of sickle-cell disease. There is no lady doctor in that PHC. The PHC male doctor, due to his earlier bad experience in an another posting, is afraid he may be falsely implicated for molestation. So he informs the village that he is not obliged to go to the girls' school as he is a male doctor.

The role play needs to highlights the following points:

As an ASHA you will need to discuss the matter with the principal of the school.

They come out with the solution that the ASHA and the lady teacher of the school will remain present during the check-up to ensure that no allegation of exploitation is falsely levelled against the male doctor.

This decision is communicated to the doctor and health check-up in the school starts.

CELL ★ EXTENSION UNIT

Situation: One of the large tribal hamlets of Rajar village is far away from the main village. The village health day/camp is organised at the main village. The people of the hamlet find it difficult to avail of the services due to the distance. As a result, they mostly depend on a quack who comes on a motorcycle, treats them in their fields and hamlet, even on credit. The villagers take heavy debts for health care.

The role play needs to highlight the following points:

The ASHA, being a witness to the situation, will write all the details related to what happened on one particular day.

She takes the signatures of all the people present. She takes the copies of the letter and she posts one copy to the medical officer, one to the Block Health Officer and one to the Chief Medical Officer.

The government authority takes necessary actions

Note: The details of what needs to be highlighted in the role plays is given only for your reference. As a facilitator you need to guide the participants to make the situation as realistic as possible, keeping the cultural reality in view.

Module
Three

Strengthening Skills

Total Number of hours: 12 (2 Days)

Session	Duration
Session 1 Learning About Leadership	3 hours
Session 2 Communication Skills	3 hours
Session 3 Co-ordination Skills	1 hour 30 minutes
Session 4 Decision- Making Skills	1 hour 30 minutes
Session 5 Negotiation Skills	2 hours
Session 6 Communication Mobilisation	1 hour

Session One

Learning About Leadership

Learning Objectives

At the end of this session, the participants will understand the meaning of leadership, style of leadership and qualities, knowledge and skills required for the leadership role of an ASHA.

Duration: 3 Hours

Handouts: Handout 1: Leadership Game

Importance of the Session

Leadership is a series of acquired skills. With knowledge, most people have the potential to become leaders. At the village level a farmer and a woman labourer are also leaders. An ASHA is a leader too. She needs to know that leadership is about taking timely decisions which are for the common well-being and taking complete responsibility of converting them into action with courage and confidence in self, and encouragement and involvement of others.

As a Facilitator you Need the Following Preparation:

Photocopies of Handout 1. Blank sheets of paper and sketch pens or black board and chalk for use during the session.

How do you Start?

Welcome the participants. Inform them that as an ASHA she has to play the role of a leader, which demands some basic skills. Introduce Activity 1.

Activity One

Step 1: Ask the participants to think who is their favourite leader and why. Let them share their views. Now ask what are the skills that they have observed among these famous leaders that they know.

Step 2: Give them some time to think. Ask them to share their thoughts. As a facilitator you list the skills on the blackboard. Have a brief discussion on their views.

Step 3: You may sum up the discussion by sharing the following views:

There are certain skills like coordination, listening, communication and negotiation that every good leader seems to have, which as an ASHA you need to learn. Actually all of us have those skills. We need to realise it and sharpen it.

- Also, as a leader you need to have skill to get the work done with the cooperation of the people involved.
- To be a leader means to be more responsible.
- As a leader you need to inspire people to follow you.
- As a leader you have to be non-judgemental and transparent in your actions.

We have to show confidence, assertiveness, enthusiasm, passion and be accountable. Now introduce Activity 2.

Activity

Two

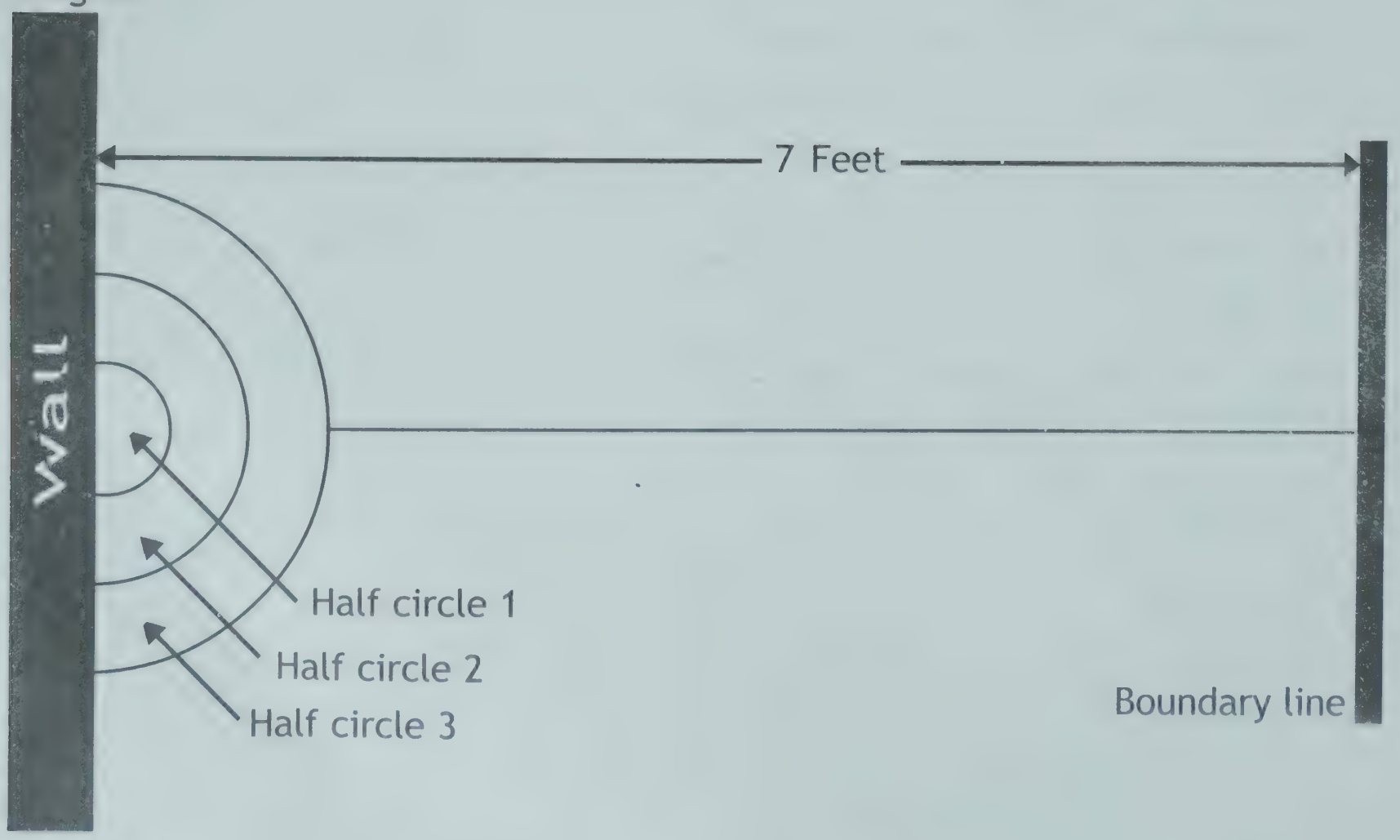
Win As Much As You Can

Step 1: Divide the participants into two groups. Ask them to give names to their groups and select a leader of their groups. Ask them to announce the name of the group and the leader. As a facilitator, you need to write the leaders' and groups' names on the flip chart as shown in Diagram 1:

Diagram 1

Round Number	Name of group 1	Name of group 2

Diagram 2



Step 2: Draw three half circles against the wall. Draw a line parallel to the wall and 7 feet away from it. This line is the boundary. Refer to diagram 2

Step 3: Explain the norms of the game
Each group has to throw a coin from the boundary line into the half circles. The group gets a mark as per the position of the coin.

Half circle 1 = 10 points

Half circle 2 = 5 points

Half circle 3 = 3 points

Each group will be given 15 chances to win points. Each group takes turn alternatively.

Step 4: Explain to the leader that she has to make efforts to make their group win the game. Give them ten minutes to develop a winning strategy.

Step 5: Start the game. As the facilitator you need to note down the points on the flip chart. At the end of the game you total the marks from all 15 rounds and announce which is the winning group.

Step 6: After the game is over, call the participants together and ask them to share their views on the following aspects;

- Their feelings during and after the game.
- The processes that took place in the winner's group which helped them to win the game.
- Similarly, ask the group that lost the game to share the processes which took place in their group and the reasons according to them, for their loss. Ask them about the behaviour of the leader of each group.

Conclude the session by highlighting the qualities, skills and knowledge of a leader, as given below.

Qualities of a Leader

- Views problems as opportunities
- Sets priorities according to community needs
- Focuses on the needs of the community
- S/he is courageous
- Critical and creative thinking
- Has tolerance for ambiguity
- Has positive attitude towards change
- Commitment and responsibility towards the community

- Trustworthiness
- Honesty
- S/he is hard working
- Sense of responsibility

Skills of a Leader

- Communications - debate, clarify and articulate values and beliefs; listen, share information and future plans
- Inspire others to come together to receive their entitlements from the public health system
- Planning of work allotted to her/him.
- Negotiate with stakeholders to ensure the rights of the community
- Ability to take a collective decision by involving the community
- Coordination skills
- Encourage dreaming and thinking the unthinkable

Knowledge of a Leader

- Your role and responsibility as an ASHA
- Health Entitlements available to community members from the public health system
- How the public health system functions
- Role and responsibility of ANM
- Role and responsibility of the Panchayat
- Resources available at the community level

Activity

Three

Role Play on Leadership Style

Step 1: Call five volunteers. Ask one of them to play the role of an authoritarian leader, who does not listen to anyone and dominates. She puts forwards her views without listening to others and also takes decisions without consulting other members of the community. Also, she tends to be judgmental and regularly insults community members.

Step 2: Ask the other four to play the roles of the community members as given below.

- Support whatever the leader says- volunteer 1
- Interrupt the discussion- volunteer 2
- Remain silent- volunteer 3
- Ask lots of questions- volunteer 4

Step 3: Make sure that you do not let each other know about the role you have allotted to them.

Step 4: Let the volunteers decide about the setting arrangement for the meeting. Let them discuss the non-functioning of the Anganwadi at the village level. Ask the leader to start the meeting. Let it continue for at least ten minutes.

Step 5: Call the participant who was playing the role of the leader aside and ask her now to play a role of a participatory leader wherein she has to get the views of the community on the reasons why the Anganwadi is not functioning. She has to involve all the community members in the decision-making process, respect the community members' experience and opinion, be proactive in letting the community members speak first, etc.

Let the other volunteers continue to play the same role. Give ten minutes to perform the role play. At the end of both the role plays ask the following questions.

- What did the leader do in the first role play?
- How did the community members react?
- What did the leader do in the second role play?
- What were the differences?
- How did the community members react?

Ask them to decide which style of leadership they follow. introduce Activity 4.

Activity

Four

Leadership Game - Snake and Ladder

Step 1: Ask the participants about their views of different tasks they need to do as a participatory leader. As the facilitator you list them on the blackboard. Have a brief discussion on their views. Now divide the participants into small groups, of four members each.

Step 2: Photocopy the snake and ladder game given in Handout 1. Inform them that while playing they have to read aloud the information written in the game. Give one copy to each group along with one dice. Give them 15 minutes to play. Once they finish the game call them in for a discussion. Ask them to share their learning from the game.

Enrich the discussion by sharing the following expectations from a participatory leader. We have narrated few examples of tasks an ASHA needs to perform as a leader.

Tasks of an ASHA as a participatory leader:

Leaders establish goals and set the direction

As an ASHA you need to articulate what is an achievable goal in your village, how and within what time frame. You may establish your goal and direction in consultation with your community

For example, there should not be any maternal death in the coming year in your village, or

All children of your village should be immunised in the next six months.

Leaders affirm and articulate values

As leaders we need to have certain values like honesty, hard-work, trustworthiness, etc. You have to demonstrate these values in all your actions. You may communicate to your community members that you are hardworking but if you do not show it in your actions people will not believe you.

For example, you are aware that that every eligible child in the village needs to be fully immunised. But when the ANM comes to immunise you are not remain present. Then how will people believe that you are a hardworking person?

Leaders have high standards and high expectations

As an ASHA you should be firm about receiving high quality health care services from the sub-centre and the PHC for your village community.

Make sure that the ANM performs her role professionally. As an ASHA you should also provide her support to carry out her role effectively. For example, inform the community about the date and place of the health camp or day of visit of the ANM, and encourage them to be present at the camp.

If the health service provider ill-treats a community member, take note of it and confront the person concerned.

Leaders are accountable and responsible

As an ASHA you are accountable to, both, the community and the health care provider. Be an effective link between both of them by sharing information from one end to the other.

If there is any problem related to nutrition and health care services in your village, for example the women are not receiving antenatal care services as per their entitlements, ask the following questions to yourself:

- What could I have done to improve or prevent the situation?
- What did I do?
- If I have not done anything, why is it so?
- After getting all the answers, decide whether you were responsible and accountable
- To make yourself accountable ask, what can I do now to bring a change?

Some tips to be accountable:

- You will gain personal power and the ability to get results if you assume accountability in all situations, even if you do not immediately see the results.
- Complain only to the person who can do something about it.
- Concentrating on blaming others or regularly complaining will reduce your energy and the energy of people around you.
- Venting your feelings once or twice is a good stress management technique. Being constantly critical has no positive outcome.

"Focus on Action and not on blame"

"If it is to be, it is up to me"

"Light a candle instead of cursing the darkness"

Ultimately, you are the one responsible for yourself. You play a crucial part in every situation in your life. What you are today is a result of your choice. This is accountability.

Leaders involve others in decision-making

As a leader you have to make various decisions. A good community leader never makes a decision alone. By law, a decision which affects the community needs to be taken along with the community members. The community needs to feel ownership of decisions taken. Then only they will do their best to achieve what they have decided.

For example, as an ASHA you have to articulate the community's health needs. You need to decide and prioritise the health needs of the community along with community members and jointly develop a plan of action. This will encourage them to join hands with you to take necessary action.

Leaders motivate others

To achieve the goal of Right to Health you need the support of your community members, the Panchayat, SHGs, etc. As a leader you need to motivate your community to join hands with you. Motivation come through

- Being in regular contact with them
- Sharing necessary information regularly
- Giving them responsibility
- Thanking them for their support
- Giving them credit for their efforts
- Appreciating them honestly in public

Leaders achieve unity

As a leader you need to achieve unity among your community members and between the community members and health care providers. Unity can be achieved by listening to everyone's point of view while making a decision. Do not make anyone feel neglected, as later they may become difficult to discuss with and manage.

Unity comes when community members feel the ownership of the goal for your village that you have set as an ASHA.

Leaders serve as role models

Leaders have followers. Therefore it is important that all your actions are responsible.

For example, as an ASHA you are assigned the role of accompanying a pregnant woman for a referral. If you performed this role and saved the life of a woman of your village, you will become a role model. Next time, when the need arises, other community members will come forward to accompany a pregnant woman during an emergency and may also arrange for transport, if required.

Leaders listen and explain

Listening helps to make the process of decision-making easier and more meaningful. Also, you as a leader need to articulate and explain your point of view.

For example, at the village level families are not proactive in birth preparedness. You need to listen to them about the reasons for their lack of motivation. Based on their views, explain to them the need for birth preparedness and the likely consequences of poor preparedness. Share positive examples where birth preparedness has helped to save a woman's life.

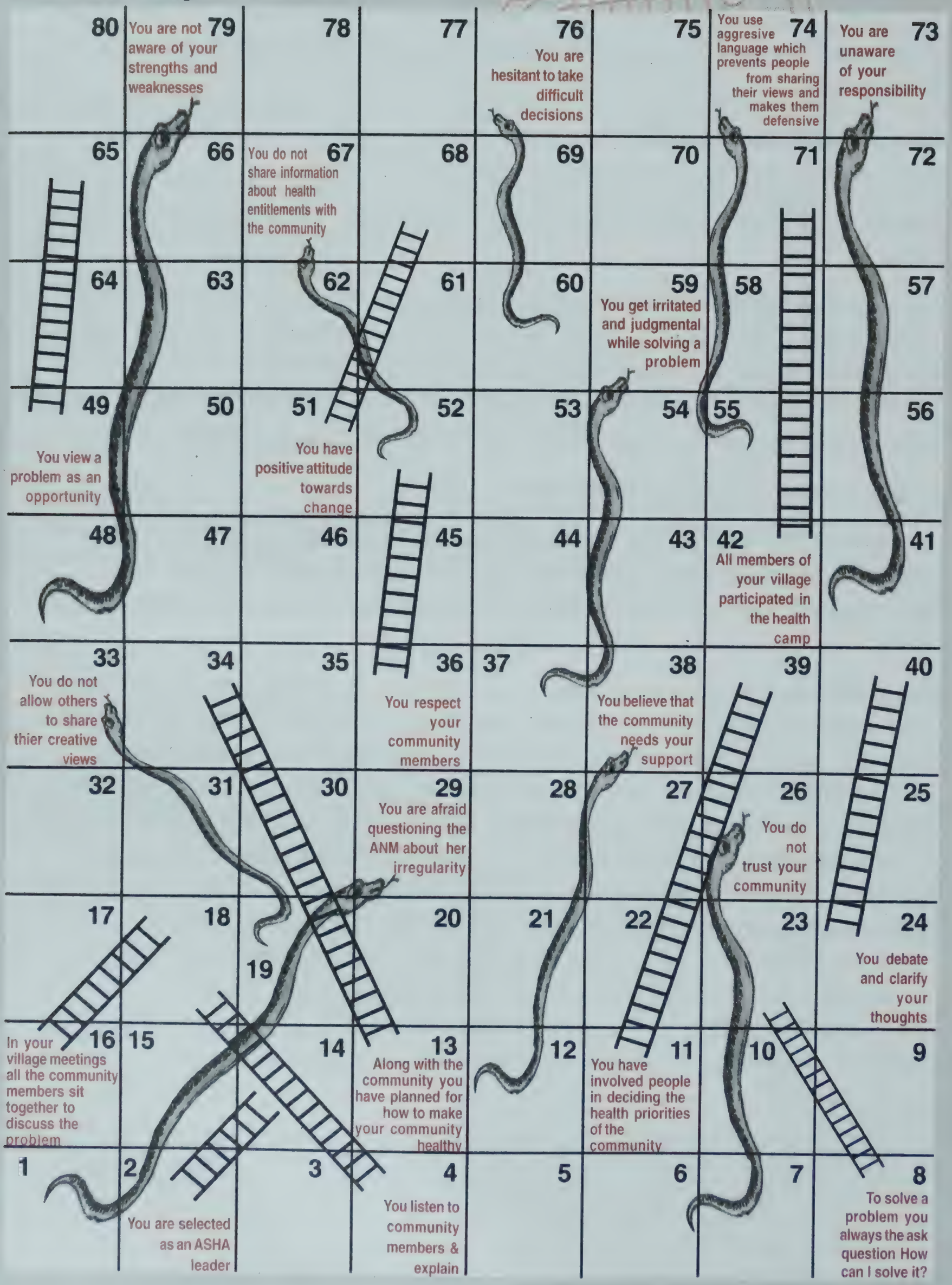
Leaders represent the community

A leader is the face of the community. As an ASHA, when you discuss the health concerns of your community with the service provider, you are representing your community. Share their point of views rather than merely yours.

For example, you have to develop a comprehensive village health plan along with the Panchayat and health and sanitation committee. While developing a plan you need to share the concerns of the poorest of the poor of your community. Share their feelings and opinions, and make sure that whatever decision is taken to develop the health plan reflects their voices and concerns. If some segment of the community has shared that the source of drinking water is not accessible to them, it should become a point of discussion while developing a comprehensive health plan for the village.

Handout One

Leadership Game



Session Two

Communication Skills

Learning Objectives

At the end of this session, the participants will understand the meaning of communication and develop oral and written skills of communication to play the role of ASHA effectively.

Duration: 3 hours

Handouts: Handout 1 Principles of Effective Communication

Handout 2: Assertive Behaviour and Communication

Importance of the Session

We all know that faulty communication is the cause of most intepersonal problems. It leads to confusion and can lead to the failure of what has been visualised as to be achieved. Communication is the exchange and two-way flow of information and ideas between two or more persons. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. For an ASHA to play her role effectively there is a need to communicate with community members and the stakeholders at the village level and with the health care providers.

As a Facilitator you Need the Following Preparation:

- Read all the handouts prior to facilitation of the session.
- Keep all the material required in different activties ready for use.

How do you Start?

Welcome the participants. You may start the session by saying that we communicate every day with different people. Do you know that our expressions and our actions also communicate? As an ASHA you will face different people. You need to communicate with them effectively. You will need to communicate in writing too. Let us learn how to communicate effectively. Introduce Activity 1.

Activity One

Learning about Effective Communication

Step 1: Invite two participants as volunteers to perform the exercise. Give an identical set of articles to each volunteer (e.g. glass, pen, duster, handkerchief, paperweight, wooden block, etc, which are easily available.)

Step 2: Now ask the pair to sit back to back. The pair should decide who will be the communicator and who the receiver. The receiver should not speak but only follow the communicators' instructions. Ask the communicator to organise the given articles in front of her on the floor by speaking aloud about the arrangement. The receiver has to arrange the articles in the same way that she heard it. Ask the other participants to observe.

Step 3: At the end of the exercise it will be interesting to see the outcome. Ask the participants to share their experiences and the others in room to share their observations

Step 4: Repeat the exercise by letting the receiver ask some questions and the communicator to explain the arrangement in minute detail. As a facilitator you may demonstrate how to do it.

Step 5: At the end of the exercise you will observe that the outcome would have changed completely.

Step 6: As a facilitator ask the participants to compare the outcome of both exercises and the reasons for the same. Enrich the discussion by stressing that two-way communication is worthwhile communication. Share information from Handout 1.

Relate this exercise with the field reality by explaining to the participants that many times we fail to achieve the desired changes because we communicate from one direction and do not include the community in the process. This

reality was recreated by this exercise, where the communicator was symbolised as a leader and the receiver as a community that was not allowed to ask questions.

Often, the leader assumes that the community does not have any worthwhile knowledge and he/she knows everything. The leader then imposes herself/himself on them without listening to the community and catering to their doubts and questions. The output of the exercise reconfirms the fact that it is an incorrect assumption of a leader that people will use information in the way in which it was given to them. An ASHA as a leader should be careful that she does not fall into this trap. To develop more clarity on this point introduce Activity 2.

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Activity Two

Let us Make a Green Colour!

Step 1: Take three transparent glasses. Fill half of one glass with blue liquid using ink and water, half of the second glass with yellow liquid using water and turmeric powder. Fill the third glass with a little water.

Step 2: Show the glass of clear water to the participants. Tell them that we often think that people do not have knowledge.They are like plain colourless water.

Step 3: Show the glass with blue liquid. This represents the knowledge that the community has. They have experiental knowledge.

Step 4: Now show the glass with yellow liquid. This represents the information that as a leader we bring along with us.

Step 5: Inform the participants that when we share information with the community they listen to us as a leader and they compare it with their own information (i.e., the blue liquid mixes with the yellow liquid.). Pour yellow liquid into the blue liquid. Stir the mixture. Inform the participants that mixing represents thinking and the final product in the form of green liquid is new information.

Step 6: Show the green liquid to the participants and inform them that if we mix the right amount of both liquids we get the green colour. If we add more yellow, which represents our knowledge, the colour of the liquid will be spoilt.

Step 7: Conclude the session by highlighting the following:

As an ASHA you need to keep the following points in view while communicating with the community:

- Never differentiate on the basis of caste and class while communicating with the community. Your tone and gestures should not change when interacting with socially and economically disadvantaged community members. Respect them.
- The community has immense knowledge and experience. Use them by giving people a chance to share it. Do not treat them like empty vessels.
- Never make any comment which emphasises gender inequality. Your communication should be gender-sensitive.
- Do not react fast. Listen, assimilate, analyse and then react.

As an ASHA you need to keep the following points in view while communicating with stakeholders:

- Give due respect to all the stakeholders, whether they are from the community or from a health care system. That does not mean that you do not communicate the truth.
- While providing information or sharing information with the stakeholders make sure that you go with the necessary information, data and evidence. Never generalise information. Be specific about what you want from them and what you do not, what you want to change and what you want to continue.
- Be calm while communicating. Do not show your anxiety.
- Do not use a blaming tone.

Do not react fast. Listen, assimilate, analyse and then react.

Activity Three

Let us Understand How we Communicate

Step 1: Request two volunteers to come forward. Ask one of them to enact the role of a Sarpanch and the other to play the role of an ASHA. ASHA has to discuss the need for transport support to shift pregnant women to the health centre during an emergency.

Step 2: Ask the rest of the group to observe the following points for verbal communication

- Tone of the ASHA's discussion
- How she starts her dialogue
- What kind of information she provides to the Sarpanch to sensitise him about the issue.

Give suggestions.

For non-verbal communication

- Whether she was maintaining eye contact
- Whether her body posture depicted confidence
- Whether her facial expression reflected that she was listening to the Sarpanch's point of view

Give suggestions.

Make sure that when you are briefing the larger group about the observations the volunteers are kept out of the room. Let the volunteers play the role assigned to them.

Step 3: After the role play let the group give feedback. Based on the feedback, let the volunteers play their role again.

Step 4: Reinforce the points related to verbal and non verbal communication from Handout 1.

Activity

Four

Listening is a Skill

Step 1: Call four volunteers. Ask three of them to go out of the room. Brief the one who is in the room that she will share one interesting life story with the other volunteers. Ask the person to recollect a life story. As a facilitator, go out and brief the three volunteers as follows:

Step 2: Give the following instructions to V1:

- Look around the room while the person is telling the story
- Interrupt and prevent the speaker from finishing his/her sentence
- Change the subject
- Laugh when the speaker is serious
- Talk to the person sitting next to her while the person is telling her story
- Do not make eye contact with the speaker

Step 3: Give the following instruction to V2:

She will read the handout given during the training while the person is telling the story

Step 4: Give the following instruction to V3:

She will listen carefully to the person telling the story and ask relevant questions.

Step 5: Call the three volunteers inside the room. Let the three volunteers sit opposite the volunteer who will share her life story. At the end of the story-telling ask the person who was narrating about her feelings. Ask the rest of the participants to share their experiences and feelings of when they have been listened to or when they have not been heard. You, as a facilitator, share following points:

Tips to good listening:

- Maintain eye contact
- Sit in a receptive position, lean forward
- Look and be interested
- Remove distractions
- Understand non-verbal signals
- Make the environment and timing conducive to listening
- Be courteous
- Stop talking! No interruptions
- Give time for listening and make it known to the person who is talking that they have your complete attention
- Encourage the person who is talking by using positive gestures and words
- Do not pass judgments/criticism mid-way
- Reflect the feelings expressed and paraphrase what has been heard till then
- Have patience

Activity

Five

Assertive Communication

Step 1: Invite two volunteers to act as passengers in a public transport vehicle.

Step 2: Put two chairs adjacent to each other in the centre.

Step 3: Ask one of them privately to role play nagging the other passenger by leaning and falling on her/him.

Step 4: Tell the other volunteer that she has the freedom to react as she or he wants to the action of the fellow passenger.

Step 5: Ask other participants to make careful observations of the above exercise.

Step 6: Repeat this exercise 4 to 5 times by asking other volunteers to play the roles.

Step 7: Ask the participants to list the experience and reactions of each passenger to the fellow passenger and list those reactions on the black board.

Step 8: The reactions will include moving away, giving more space, feeling uncomfortable and standing up, shouting at the other, scolding the fellow passenger aggressively, trying to talk to the passenger regarding the inconvenience caused, getting angry and irritated, etc.

Step 9: Divide the reactions of the participants into three types of communication: Passive, Aggressive, Assertive

Disturbed by the sleeper but unable to do anything and tries to shift to prevent the person from falling on her/him **Passive behaviour**

Accommodative in the beginning but getting uncomfortable. Eventually gets up and informs the fellow passenger to sit properly as it make her/him uncomfortable. **Assertive behaviour**

After enduring the tiresome situation for some time, she/he directly confronts the fellow passenger. May slap or speak rudely/loudly- **Aggressive behaviour**

Step 10: Use Handout 2 to share some basic information about assertive communication and behaviour.

Be honest, direct and caring are the basics of assertive communication.

Activity Six

How to Write Simply and Effectively

Step 1: Introduce the concept of written communication. You may introduce the concept by saying that, after learning about verbal and non-verbal communication skills, with focus on assertive communication and listening skills, let us now understand the basics of good written communication. As an ASHA you would need to write applications and letters to the authorities as the people's representative.

Step 2: Photocopy Letter 1 and distribute among the participants. Ask one of them to read it aloud.

Letter 1

Dear Sir,

There are many women in villages in different areas, which are far away from the place where the ANC clinic is organised. Especially in the summer season, the women cannot reach the clinic due to long distances and hence, cannot get their ANC checkups done. If the clinic can be conducted in two areas on different dates all women can come there and benefit. I request this on behalf of all the community women.

Thank you

ASHA (Village name)

Step 3: Ask the participants, "Do you understand what the letter tries to communicate?"

Share that it is a well-intended effort. It brings to the attention of the relevant person(s) the conditions that deprive the village women of the ANC services and also suggests solutions to overcome the problem. But since it is not clear and specific it does not seem to be effective.

Encourage the participants to suggest how it can be made more effective.

After noting their suggestions on the board, share the following details:

Before starting to write an application/letter, every writer should ask

- Do I know what I want to say (the subject)?
- Do I know to whom I am writing?
- Do I know why I am writing?

Step 4: Share Letter 2. You may photocopy and distribute it among the participants. Ask one of them to read it aloud. Ask them the difference between the first letter and the second.

Letter 2

To *Date*

(Correct Name and designation,

Complete address)

Sub: Request to organise MAMTA Day at two locations in the village

Dear CDHO (write the name of the concerned person):

I am working as an ASHA for the village_____of_____Taluka. My village has a population of_____. The houses are scattered across the area. The ANM regularly comes and organises MAMTA Day. However, it is organised at a place which is not accessible to all the pregnant women. A large number of women living on the other side of the village are not able to attend in the antenatal clinic due to the distance.

I suggest that the antenatal clinic is conducted in two places in the village on different dates. I had a discussion about the same with the ANM. She informed me that she needs permission from you. I request you to look into this matter. As an Asha I take the responsibility to bring all the pregnant women so that they have their antenatal check-up. You are welcome to visit our village.

Thank you,
Your sincerely,

ASHA (Write your and your village names)

Step 5: Lead the discussion on the following points;

There are several forms of letters depending on the purpose. It can also vary according to the target group.

It can be

- To bring to the notice of the authorities some important facts
- To share some case study and experience
- To demand some help or resources
- To express gratitude

Principles of Writing

There are many points to be kept in mind in order to convey our messages correctly and precisely. The principles of writing include several do's and don'ts.

Some Do's:

- Address it to the appropriate person
- Make sure that the name is correctly spelt and the designation is correct
- Check the accuracy and completeness of the address
- Check that the letter has a date and subject line
- Keep the sentences short
- Use simple words instead of complex ones
- Use variety in sentences
- Do not be vague and mention the reference points for clarity
- Never assume that the reader is aware of the facts and would understand them
- Review your writing to add any missing points
- Use familiar words rather than unfamiliar ones
- Write and re-write the letter to get the essence correctly
- Explain facts through evidence and examples
- The letter should flow logically from one point to another
- Write with a view to express and not to impress

Some Don'ts:

- Avoid unnecessary words
- Avoid incomplete and irrelevant arguments
- Don not use ambiguous sentences and universal negatives

Writing about health and development can and should be as simple to read as possible. After all, the ideas and message should be comprehensible to all even if somebody has less formal education.

Always read over what you have written. Can it be further simplified? Can more words be eliminated? Is it what you wanted to say?

After writing the letter read the letter again from the other person's perspective and check whether the letter answers all the questions you posed before writing. Always be positive and courteous while using language and not rude.

End the session by giving them an exercise of writing a letter to different departments. You may generate the situation collectively or give the following topics for letter writing:

- The ANM does not visit your village regularly
- After the monsoon, the village is facing a sanitation problem
- Request for extra Anganwadi in your village
- Request for the repair of the PHC/sub-centre.
- Thank-you letter for regular visit of the ANM to your village

Handout
One

Basic Principles of Effective Communication

Non-verbal communication skills

1. Eye contact: Maintaining eye contact helps to make the other person feel at ease and talk openly about her/his problems. One should moderate the intensity of eye contact and not stare.

Remember

- Look at the person when she/he is talking. There is a difference between looking and staring.
- It is okay to look elsewhere occasionally, but do not let the eyes wander away aimlessly, for long stretches.

2. Facial Expression: Appropriate facial expressions assure that you are listening and responding to the speaker.

3. Body Language: Be relaxed and open. Make the other person feel comfortable and encouraged to talk by nodding or smiling while responding. But smiling or nodding continuously or inappropriately could be interpreted as a negative response.

Verbal communication skills

1. Allowing the person to complete the sentence without interrupting: If you interrupt while talking, the person may feel that you are trying to use power to correct her/his shortcomings. However, if somebody is wandering away from the subject it is necessary to intervene politely and direct the conversation back to the topic.

2. Use of encouragers: The speaker is assured that you are listening when you make use of verbal encourages like "uh","okay","then" during the conversation at appropriate points.

3. Appropriate use of voice: The tone of voice is important for effective communication. One needs to practise the skills of voice modulation, speed of speech, etc.

4. Language: Using language familiar to the person is an important aspect of verbal communication. It is necessary to consciously avoid using unnecessarily technical words.

Remember

Essential for verbal skills

- Welcome- make the person comfortable
- Use friendly tone and voice
- Give complete information. Invite clarifications

Essentials for non-verbal skills

- Be relaxed
- Have an open and approachable facial expression
- Maintain eye contact If required. Touch the person appropriately to communicate concern.

Handout
Two

Assertive Behaviour and Communication

What Is Assertiveness?

Assertiveness is the ability to express oneself and one's rights without violating the rights of others. It is direct, open and honest communication, which is self-enhancing and expressive. It clearly states your needs while keeping the lines of communication open with the other person.

Assertive behaviour and communication

Assertive people recognize boundaries between their ideas and those of others. People responding assertively are aware of their feelings. Tensions are kept within a constructive, and situationally appropriate range. Assertive behaviour is demonstrated when you:

Ask task-related questions: When trying to elicit the correct information on a situation created in your village you, as an ASHA, should ask questions which are direct and are related to the situation rather than ask indirect and irrelevant questions.

Suggest alternative solutions/courses of action: While discussing a problem rather than blame anyone, you, as an ASHA, need to suggest alternative solutions to take action and move forward.

State your opinions and decisions: While some discussion is going on or a decision needs to be taken you need to share your opinion and be clear about your stand.

Maintain position when challenged, until otherwise convinced by facts: It may happen that in a situation where people have different opinions, you may continue to hold your opinion till you are convinced by an alternative point of view. You may get convinced by the fact provided or some experiences shared. Do not get convinced just because a powerful person of the community like the Sarpanch is asking/talking.

Confront ambiguities: In any situation, as soon as you feel that the discussion is digressing and not going towards a conclusion, sometimes deliberately and sometime due to lack of clarity, stop the discussion and ask the reason/s for the ambiguity.

Ask for assistance when overloaded or having difficulty with a task: It may happen that as an ASHA you may not be able to complete some work or you may not have all the skills to complete some task at the village level, e.g., to collect data about the number of deaths and births taken place in your village in the last six months. This is a difficult task, especially if you work in a large village. You may need to take help from the school children and discuss the situation with the village teacher. When you ask for help, be clear that you are not running away from your responsibility.

To be assertive use the following tips:

- Stand comfortably, but firmly
- Speak in a steady tone
- Assertive words include statements reflecting responsibility for self, "I think,"I feel," "I want," and cooperative words such as, "let's see how we can resolve this," "what do you think," and "what do you see."

Assertive people feel empowered to speak up and do it with respect.

Barriers to assertive behaviour

Mutual respect and restraint promotes assertive behaviour. However, miscommunication, misperception and other factors can create barriers. These barriers include:

- Lack of confidence in one's own ability.
- Perception that someone is not approachable either because of his/her position, rank, or prior knowledge of the situation.
- Desire to avoid conflict and perceived obedience to authority.

Specific techniques to build assertiveness

- Be as specific and clear as possible about what you want, think, and feel it can be helpful to explain exactly what you mean and what you don't mean.
- Be direct-deliver your message to the person for whom it is intended.
- "Own" your message - acknowledge that your message comes from your frame of reference, your conception of good vs. bad or right vs. wrong, and your perceptions.

- Ask for feedback- it can encourage others to correct any misperceptions you may have as well as help others realise that you are expressing an opinion, feeling, or desire rather than a demand. Encourage others to be clear, direct and specific in their feedback to you.

The way to assertive behaviour and feeling better about yourself is through practice and consistency

Ref: Skills for Trainers Part II- Facilitator's Resource Manual for Training of Trainers Workshop series
www.assertiveness.com Understanding Assertiveness by Stuart Sorensen
www.spicewoodgroup.com The Wellness Workbook, Ryan and Travis

Session Three

Coordination Skills

Learning Objectives

At the end of this course, the participants will understand the meaning of coordination and ways of coordination.

Duration: 1 hour 30 minutes

Handouts: Handout 1: Stakeholders that an ASHA needs to coordinate with.

Handout 2: Documentation of the meeting

Importance of the Session

An ASHA is a link between health care service and the community. Therefore, she is expected to regularly coordinate with various stakeholders and the community, and be aware of different ways of coordination. With effective coordination she will be able to improve the health status of her community. During this session as a facilitator give a chance to the participants to facilitate the meeting, which is a powerful tool of coordination.

As a Facilitator you Need the Following Preparation:

- Keep black board and chalk or chart papers and pen ready
- Transfer chart 1 to a sheet of chart paper or make arrangement to project it on a wall through an overhead projector
- A Ball of thread

How do you Start?

Welcome the participants. Inform the participants that as an ASHA you need to coordinate with the community and different stakeholders. We are going to learn about it today. Introduce Activity 1.

Activity One

Step 1: Ask the participants why they need to learn to coordinate. List their opinions on the board.

Step 2: Enrich the information by adding the following points

- To keep every one informed about the conducted activities
- To develop common understanding and to avoid misunderstanding
- To share information
- To take decisions and to inform about decisions
- To discuss the progress in work
- To plan future actions

Step 3: Following this, ask the participants about with whom ASHA needs to coordinate. While they are sharing you may list the points on the black board or on a chart paper. You can develop a chart as shown in Chart 1- Stakeholders ASHA need to coordinate with' given in Handout 1. You may add more to the list as per the situation in the area and village. Conclude the discussion by saying that as an ASHA they need to interact with all the stakeholders listed. They need to coordinate with the health-related stakeholders to:

- learn about decisions taken at the PHC or at the Integrated Child Development officers' level
- share their concerns regarding the access to health care and nutrition services at the village level
- jointly plan health activities to get optimum outcome
- plan for Maternal and Child Health Day
- set up mechanisms to ensure timely referrals for pregnant women

There are different ways of coordination. The most common way of coordination is to meet the concerned person regularly and discuss the issue or share information. Another way of coordination is to call a meeting. You need special skills to coordinate effectively. Introduce Activity 2.

Activity Two

Let us Facilitate a Meeting

Step 1: Ask ten volunteers to come forward. Inform them that they need to facilitate a meeting to discuss the issue of environmental sanitation of the village. Let them decide who will play the role of an ASHA to facilitate the meeting. For identification they need to put a label on each member attending the meeting. Once they are ready ask them to facilitate the meeting. Give them 15 minutes. Let other people observe the process of facilitation and list down their observations.

At the end of the role play, conclude the session by sharing the following points about how to conduct a meeting:

Each meeting needs to be productive. A productive meeting is well-planned and result-oriented. Unproductive meetings are too long, vague in purpose, poorly controlled and frustrating.

- Decide the agenda of the meeting. Decide who should need to be called. Invite only those people who can contribute to the meeting and take follow-up actions.
- Share the agenda with the concerned persons. This is very critical. At the village level there may be no need to send a written agenda. However, you need to clearly orally inform them about the purpose of the meeting and the points which need to be discussed.
- At the beginning of the meeting welcome all the participants. Make a circular seating arrangement in order to avoid a hierarchal structure.
- Explain the purpose of the meeting again and make sure that they all have a common understanding. Jointly decide how much time you need to spend on the meeting.

- Give time to each person to share their views. Avoid simultaneous discussions.
- If decisions have to be taken, discuss them and articulate the outcome.
- If actions need to be taken after the meeting, list down the action along with who is responsible for the action, who will support it and a time-line for completion of the action.
- At the end of the meeting write/document a brief report. The report needs to have the following information as per Handout 2.

The person needs to be confident and have good self-esteem so as to effectively articulate her/his thoughts. From Handout 2 discuss tips to make the discussion meaningful.

Step 2: Divide the participants into small groups with 7-8 members each. Share the following situations for discussion while performing a role play of facilitating a meeting.

- Planning for the Maternal and Child Health Day
- Regularisation of the visit of the ANM in the village
- Celebration of the Youth Day in the village
- Organisation of a health camp at the village level

Let the participants decide who should be called for the meeting. From the group ask some to play the roles of the selected stakeholders with whom the ASHA needs to facilitate the meeting. One of them has to play the role of an ASHA.

While one group is performing the role play the others need to make observations on the following indicators:

- Was the selection of the stakeholders for the coordination meeting appropriate?
- What are the different skills that the ASHA used while coordinating the meeting with the stakeholders?
- Was the information shared and collected adequate?
- How could the coordination be improved ?

At the end of the role play, conclude the session by saying that,

- As an ASHA you have to prepare adequately before the meeting. Personally meet the participants beforehand and inform them about the agenda of the meeting. Have clarity on what you are going to discuss. You should also be well aware about the complexity of the issue.

- You should be able to judge what will be the reaction of the other person when you discuss the issue with her or him. Be prepared with counter-arguments.
- While having the discussion listen and observe carefully. Any change in the person's expression communicates a lot.
- During the discussion if you need to make some on-the-spot decision, be prepared for it.
- At the end of the discussion, briefly articulate the decision taken or the actions enlisted.
- Ensure that the decisions are put into action, within a few days after the discussion ensure that the decisions are put into action.
- It is very important that each meeting is properly documented. Explain the format given in Handout 2 to write a report. Let each member sit in her/ his respective group and write a report of the meeting that they conducted. Give them 15 minutes. Collect the report. Review the report and give them feedback to improve their report writing skills. Return the reports to them to rework on it. They may submit the revised version the next day.

At the end of the session introduce Activity 3.

Activity Three

Weave a Net

Step 1: Make the participants sit in a circle. Give a ball of thread to one participant. Inform them that they have to weave a net from the thread. Ask the participant to hold the end of the thread and throw the ball to another participant. The second participant also holds the thread with one hand and throws the ball to another person. Inform the participants that the woven net needs to look beautiful/attractive. Encourage them to discuss who will throw the ball to whom so as to get a beautiful net at the end of the exercise. At the end all the participants need to have the thread in their hands.

Step 2: Ask them to hold the thread by pulling it slightly towards them. By doing this the net will look good. Ask one of them to loosen the grasp and hold the thread without pressure. Ask the participants to observe the change in the net. Ask them to relate it with the process of coordination. Now ask two participants to let go of the thread they are holding. Again ask them to observe the changes and relate it with the process of coordination which results in an effective net. Networking also can be ensured through effective coordination.

Step 3: Conclude the session by saying that in the process of coordination each member plays an important role and therefore as an ASHA you need to make sure that all the concerned stakeholders are in contact with each other and are kept informed.

Handout
One

Chart One

The stakeholders that ASHA needs to coordinate with

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Handout
Two

Documentation of the Meeting

Date: Time: Venue:

Purpose of the meeting

Members present during the meeting Absent members

1)

2)

3)

4)

Decisions taken

1)

2)

3)

Action to be taken

Actions	Who will take action?	Who will support it?	Date of completion of the action

Signatures of the members

This report needs to be filed and should be referred to during the next meeting, to review the progress.

Ref: http://www.businessballs.com

Session Four

Decision-Making Skills

Learning Objectives

At the end of this session, the participants will understand the meaning and importance of timely decision-making.

Develop skills of decision-making to effectively play the role of an ASHA.

Duration: 1 hour 30 minutes

Handouts: Handout 1 Some helpful hints for decision-making

Handout 2 Blank worksheet for decision-making

Importance of the session

As a part of her work, an ASHA has to constantly make different decisions. They need to be rational and timely decisions. It is very important to keep in view that all people have the right to participate in decision making process especially related to their own health and well being. An involved community that has had an active role in decision-making will support the effective implementation of the decision. This session will give simple tips of decision-making process.

As a Facilitator you Need the Following Preparation:

Keep blackboard and chalk or chart papers and sketch pens available
Photocopies of blank worksheet as given in Handout 2.

How do you start?

Welcome the participants. You may start the session by saying that every day we make decisions. It is a life skill which we develop while growing up. Let us today learn it systematically so as to make rational and timely decisions related to your work as an ASHA. Introduce Activity 1.

Activity One

Let us Decide

Step 1: Display drawings of a pen, a register and a sari. You can also actually display these articles. Inform the participants that they need to select one of the three articles. Let each one decide for herself.

Step 2: Once they have taken the decision, ask them to share the process of how they arrived at this decision. Encourage at least five of them to share the process that they adopted for decision-making.

Step 3: Sum up the sharing. The process of decision-making is explained here by giving the following example from a real life situation. Explain the steps involved in the decision-making process.

As an ASHA you need to facilitate the process of deciding on a place for the drinking water source in your village.

Think about the issue involved in the decision that you need to take. Define and clarify the issue at your level. Collate all the facts related to the matter and understand their causes.

You know that several people in the village will have an interest in deciding where to locate the source of drinking water. For example, the rich would like to have the source near their area. The poor and marginalised community may not share their opinion. It may be possible that the Sarpanch will take a decision at his own level.

Answer questions like - should any action be taken? If so, how? Is the matter urgent, important, or both?

Yes, this is an urgent matter. Otherwise one powerful person of the village would make unanimous decision.

Do you need to take the opinion of others in making a decision? If the decisions are concerned with other people it is always necessary to take

their opinion. Discuss and compare the pros and cons of each option; consult others.

Since this decision affects all the villagers you need to first discuss it with other relevant people. First, you may individually discuss with the marginalised community and take their opinion. You should listen carefully to what they are saying and why. Call a meeting of the community members. The members' meeting needs to be representative of all segments of the village, religions, castes and have an equal number of men and women. If you think it is necessary to take a formal decision in a Gram Sabha, then make sure that a proper Gram Sabha takes place with representation of all the villagers. You may have to call a special Gram Sabha.

During the discussion it may happen that the marginalised community will not openly share their opinion.Therefore, during the Gram Sabha meeting you will need to share the opinion the marginalised community members have shared with you earlier. During the discussion you should bring forward the pros and cons of each opinion.

Select the best option - avoid vagueness or a 'foot in both camps' compromise. We know what happens to people who stay in the middle of the road. They get run down.

At the end of the discussion the best decision need to be taken which is agreeable to all or at least majority of the members. Sometimes it is very difficult to decide upon the best option. In that case, you need to take a vote. Try out different ways of voting, e.g., five persons from each community are given a chance to vote.

Explain your decision to those involved and affected, and follow up to ensure proper and effective implementation of the decision taken.

You need to explain the rationale behind the decision taken. The process does not stop here. You need to make sure that it gets implemented as decided. Give useful hints related to the decision-making process, as given in Handout 1. Introduce Activity 2.

Activity Two

How do I make Decisions on My Own?

Step 1: Some decisions are a simple matter of yes or no. For such a decision go for listing the pros and cons of each option. Let us do it.

- Pin two chart papers or one with two columns drawn on it on a wall, to assess the two identified options.
- On each sheet write clearly, 'for' and 'against'.
- Write what needs to be decided at the top of the sheet, e.g., Should I help the ANM during her visit to the village?
- List down the 'for' and 'against' points under each heading
- Give a score on a 1-5 scale to each point (e.g., 5 being extremely significant, and 1 being of minor significance).
- Add up the scores. Compare the total of both the columns.
- Which ever has the higher score should be your decision.
- If you do not like your decision, revisit your points. It may happen that you have not included all the points - especially the emotional ones, or you have forgotten to score the factors consistently, so re-visit and reconfirm the scores.

Share the following worksheet. Develop a similar worksheet for the decision to be taken for Should I involve the Sarpanch to regularise the visit of the ANM in my village?

Worksheet for Decision-Making

Decision situation: Should I help the ANM during her visit to the village?

For	Against
It will increase the outreach of the health services (5)	She is not a friendly person, I do not like her (3)
She will become more responsible in her work (3)	She does not contact me when she visits my village (3)
My rapport with her will improve and she will listen to me the next time (2)	
I will come to know various benefits of the health system from her. She will also provide me with information about the decisions taken at the PHC and new schemes introduced. (3)	
Total score 13	**Total score 6**

Decision: The decision is to help the ANM during her visit to the village.

Handout
One

Some Helpful Hints for Decision-Making

- Overcome barriers by focussing on the possible, not the impossible.
- Treat each situation as a challenging new one. Solutions that worked earlier may fail now because the circumstances are different.
- Be open to new alternatives. Avoid being closed to ideas that are different.
- Make sure that every one listens to each other during the process of decision-making.
- Make sure that everyone participates, without allowing any one person to dominate.
- Silence may not necessarily mean agreement. Encourage silent people to share their opinion.
- Encourage and explore differences. Do not try to force a consensus, even in case of time constraints.
- While the consensus process values each and every person involved, do not let one stubborn person delay the process and hold the group up forever. You may ask such a person to provide alternatives. If other members of the group support those alternatives include them in the process, otherwise ignore it and keep the process moving.

How to handle a difficult situation

If you are finding it difficult to take a decision, take a short break and then continue. After the break ask group member/s to restate the issue and review the options from a new perspective. It might be a good idea to adjourn and let people think about it overnight.

Description of an effective decision

- An effective decision does not lead to any uneasy feeling among groups members after the meeting has been adjourned.
- An effective decision can be translated into reality. It should not be a decision impossible to put into action.
- An effective decision can be lived with. It does not set up conflict of a debilitating nature among persons or groups.

- An effective decision must involve the group enough for the members to carry out the decision.

Worksheet for Decision-Making

For	Against
Total score	Total score

Decision:

Reference: http://www.businessballs.com/

Session Five

Negotiation Skills

Learning Objectives

At the end of this session, the participants will be able to understand the meaning of negotiation and develop skills of negotiation

Duration: 2 hours

Handouts: Handout 1 Effective negotiation skills

Importance of the Session

Although everyone negotiates informally all the time without even being aware of it, formal negotiation is a skill that can be learned through experience and practice. People who negotiate a lot tend to be much more skilled at it than people who have not participated in any formal negotiation. Negotiation means dealing with differences between two or more individuals or groups. During her work, an ASHA will have to constantly deal with differences. She has to resolve these differences to achieve the larger goals of the village health programmes. This session discusses the meaning of negotiation and types of negotiation processes.

As a Facilitator you Need the Following Preparation:

Read all the handouts prior to the session.
Keep articles like books, purse, bottle, etc., ready for use during the activity.
Keep blackboard and chalk or chart paper and sketch pens available for use during the session.

How do you Start?

Welcome the participants. You may start the session by saying that all of us negotiate regularly. Today we are going to learn how to negotiate systematically. A successful negotiator is a strong communicator. It is someone who is willing to do whatever it takes to build a positive relationship. It is someone who is prepared to compromise in order to achieve a larger, more creative and mutually agreeable goal. To learn about negotiation introduce Activity 1.

Activity One

Learning Negotiation Skills

Step 1: Ask the participants to divide themselves into three groups. You can use various methods to form groups.

Step 2: Ask each group to choose a group leader.

Step 3: Display three articles, e.g., a book, a purse, a bottle, etc., based on the available resources, on a table in the middle of the room.

Step 4: Ask the group leaders to choose one article each from those displayed on the table.

Step 5: Explain the task to the groups in the following manner:

Each group has to discuss and devise strategies to showcase their article in the best possible way to the other group and market it as the best deal, while the others have to negotiate to buy it at the best deal.

Step 6: Ask the group to be as creative as possible to convince other groups of the benefit and utility of their articles and try to convince them to buy the article.

Step 7: Give half an hour to let the groups meet each other.

Step 8: Ask the participants to share their experience and observations.

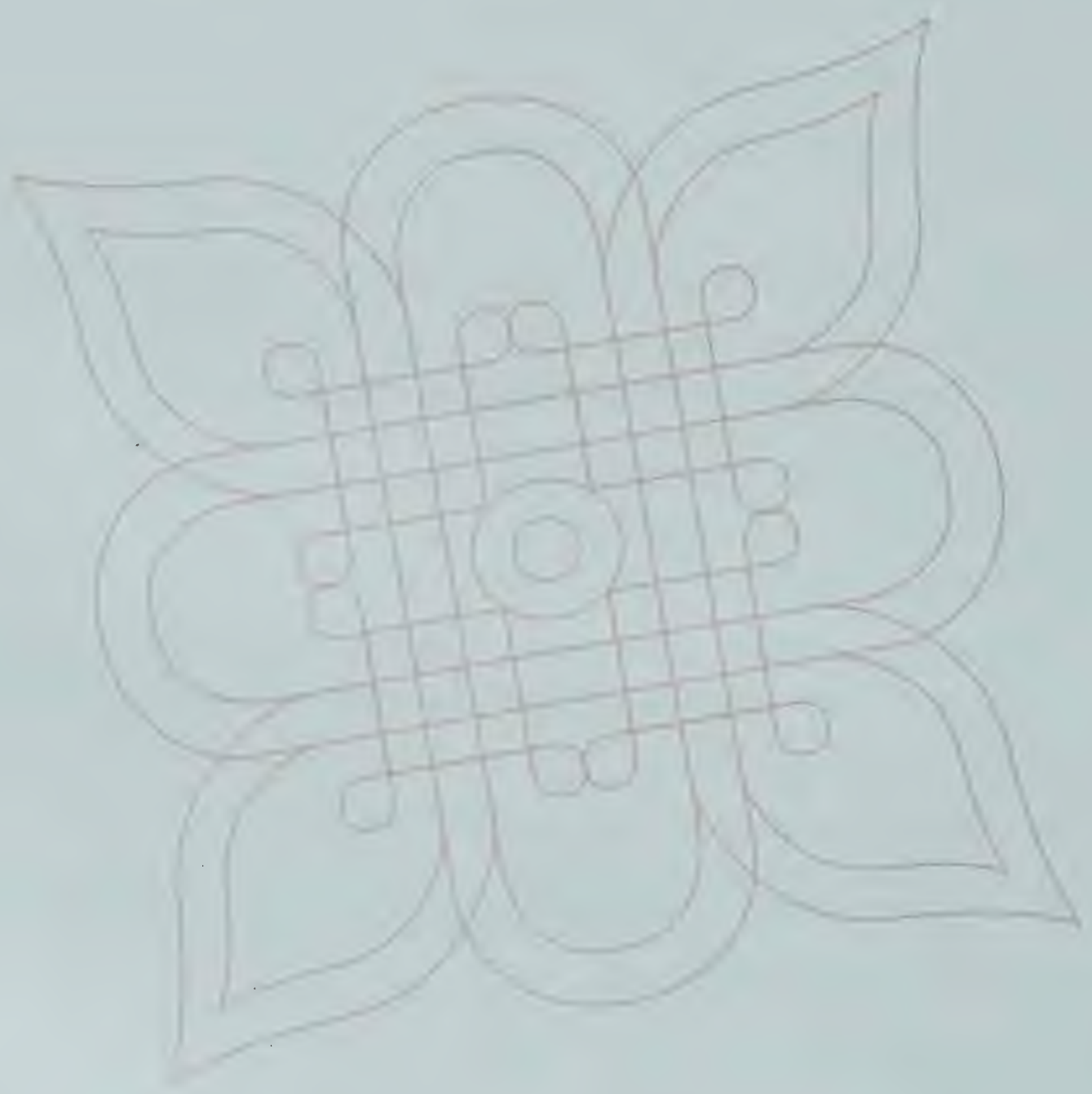
Group who was selling the article

- What strategy did they use to sell their article?
- Did they sell the article?
- Are they happy with the deal?
- How much did you or they have to compromise?
- Share the process of negotiation in brief.

Group who was buying the article

- Are you happy with the article that you bought?
- How much did you compromise?
- What strategy did you use to finalise the deal?
- Share the process of negotiation in brief.

Step 9: Based on the observations, summarise the exercise and discuss the win-win and the win-lose negotiation and the essentials of effective negotiation from Handout 1. Introduce activity 2.



Activity

Two

Let Us Negotiate

Step 1: Call two volunteers to perform a role play. Explain to them the following situation for negotiation.

Situation: In your village the ANM visits once a month and immunises the children and performs ANC. Your village is very large. Some of the children staying on the other side of the village are not able to participate. You want the ANM to extend her stay and also visit the other side of the village. The ANM is reluctant to do this as she may not get a bus to return home.

Ask one volunteer to play the role of an ANM and another that of an ASHA, and to negotiate on the details.

When they are playing the roles let others observe.

Step 2: At the end of the role play, ask the following questions to the volunteers:

- Are you happy with the result of the negotiation? Why?
- Was it a win-win negotiation or a win-loose negotiation?
- What will you do differently if you face such a situation again?

Ask the following questions to the observers?

- Would you term the negotiation effective? Why?
- Do you think that the negotiators had enough information with them while negotiating?
- Do you have any suggestions for the negotiators?

Step 3: You may continue this process with different participants by providing various real life situations.

Handout
One

Effective Negotiation Skill

Definition

This can be a mutually beneficial solution, an agreement to disagree or something in between. In a successful negotiation everyone wins. The objective should be a consensual agreement, not victory.

Keys to a win-win negotiation

- Orient yourself towards a win-win approach: your attitude plays a huge role in the outcome.
- Plan and have a concrete strategy. Be clear on what is important to you and why it is important.
- Know your best alternative to a negotiate a solution.
- Separate people from the problem.
- Focus on interests, not positions; consider the other party's situation.
- Create options for mutual gain; generate a variety of possibilities before deciding what to do.
- Aim for an outcome based on some objective standard.
- Pay attention to the flow of negotiation.
- Take the intangibles into account; communicate carefully.
- Use active listening skills; rephrase, ask questions and then ask some more.

Here are some negotiation skills, techniques and strategies to help you handle such situations more effectively

1. Know yourself

When you enter into a negotiation, take a personal inventory. How do you feel about the negotiation? Do you want to finish it quickly? If so, you may give in too fast, or give away too much. Or, do you want to win, no matter what the cost? If so, you may become manipulative and damage the relationship.

2. Do your preparation

Know who you are negotiating with, before you begin. Does she or he believe

in win/win negotiation or win/loose negotiation? Is the person willing to negotiate?

It is not enough to know what you want out of the negotiation. You also need to anticipate what the other party wants. The smart negotiator also tries to anticipate what the other party may think she/he wants.

3. Build trust

Be trustworthy. Honour your commitments. Speak the truth. Respect confidences.

4. Develop external listening

Most people carry on with inner feelings during the process of negotiation. When you are trying to communicate with someone else, this inner feeling becomes a problem because you try to listen to your inner feeling while communicating externally. You cannot listen internally and externally at the same time. When you negotiate, turn off your inner voice/feelings and listen externally. In doing this you will be aware of important non-verbal messages, facial expressions, voice inflections etc.,of the person during the process of negotiation.

5. Ask questions

It is your responsibility to ask questions that will uncover the needs or interests of the other party. If you have done your job of creating an enabling and supportive environment, you are more likely to get honest answers.

6. Own your power

Do not assume that because the other group has one type of power, e.g., position power, she or he is all-powerful. That is giving away your power! Balance power by assessing the other group's/individual's source(s) of power and then your own. While there are many sources of power, they all break down into two categories: internal power and external power. No one can take away your inner power from you and it includes your personal power, level of self-esteem and self-confidence.

7. Know what a win is

What is your best-case scenario? What is your worst-case scenario? The area in between is called your settlement range. If you can reach an agreement within your settlement range, that is a win! Do not drop below your bottom level. You will feel bad about yourself and the deal afterwards, and you may not follow through on your commitments.

Ref: www.bbraham.com

Skills, Techniques and Strategies For Effective Negotiation: Tips from Barbara Braham. Negotiations and Resolving Conflicts: An Overview prepared by Professor E. Wertheim, College of Business Administration, North-Eastern University.

Session Six

Community Mobilisation

Learning Objectives

At the end of this session, the participants will understand the concept of community mobilisation and how to mobilise the community people to access health services.

Duration: 1 hour

Importance of the Session

One of the critical roles of an ASHA as an activist is to mobilise the community to better access health care services. She needs to mobilise the community to be aware and vocal about their concerns and demands. An ASHA needs to be equipped with the basic understanding about the concept of community mobilisation. In this session, we plan to discuss the same.

As a Facilitator you Need the Following Preparation:

Enough open space to perform the activity.

Blackboard and chalk or chart papers and sketch pens.

How do you Start?

Welcome the participants. You may start the session by saying that your work cannot be done without the support of the community. To ensure community support you need to mobilise it. Let us first understand what we mean by community mobilisation. Introduce Activity 1.

Activity One

Let us Create a Line!

Step 1: Divide the participants into two groups. Take them outside the classroom to an open space. They need not carry anything along with them.

Step 2: Inform them that both the groups have to create a line on the ground by putting different things next to each other. They cannot use articles from the surrounding. The members of the group may use only those things which they own. Announce that the group which creates the longer line, will be the winner. Give them five minutes to perform the activity. Make sure that both groups are distant enough from each other so that they do not observe each other's processes.

Step 3: After five minutes ask them to stop. The group with the longer line should be announced as the winner.

Note: Every time you introduce this activity you get different results. The result depends on the motivation of group members. Usually members are ready to give different things they own to create a line as long as possible. They may give expensive things, like a gold chain, along with other articles. Sometime the members themselves lie down to add length to the line!

Step 4: Have a discussion on the following points:

- What are the feelings of the winners and what are the feelings of the other group?
- Ask them to explain the different processes that took place during the exercise

Step 5: Debrief by informing the participants that community mobilises only when the community members have clarity about the final goal to be achieved.

- They need to be sensitive about the issue.
- They should know what they need to contribute to achieve the goal. They may need to contribute time, labour or other resources in kind or cash, depending on the situation and availability of resources.

- Explain that for different situations you need to mobilise different people of the community to ensure their optimum participation and support.

Now narrate the following situation and discuss who to mobilise and how.

Situation

As an ASHA you need to develop a community-level mechanism by which, during an emergency you can transport a pregnant woman to a referral hospital on time.

Ask the following questions:

1. Who needs to be contacted to ensure transportation from a village to the hospital?

Enrich their responses with the following information
To ensure the availability of vehicles, owners of private vehicles have to be contacted.

Panchayat members need to be contacted to motivate vehicle owners to provide service. If necessary, they can pay for the transport arrangement from the panchayat funds.

Self-help groups to provide a loan to the pregnant woman to cope with any emergency.

2. How will you approach these groups?

Let them answer this question by performing a role play. Ask one participant to play the role of an ASHA and five participants to play the roles of vehicle owners.

Let other participants observe the role play and give constructive feedback.

Debrief the role play by discussing the following points:

When you approach any stakeholder you must know her/his attitude. The attitude can be divided into three categories, positive, negative (opposition) or you may not be able to know it. These assessments have to be made based on your experience. If the person is positive it is easy to approach her/him. If you think that the person will oppose, you need to prepare well to deal with her/him. If you are uncertain, be prepared for both the situations!

You should also be aware about how much power that person has,formally or informally, e.g., the Sarpanch has formal power in village. Be prepared when you approach such people. You should be well equipped with necessary information, different suggestions and alternatives, and willingness to be proactive in taking necessary action.

You may continue the session by providing different situations to the participants to perform role-plays and have a meaningful discussion.

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